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**Boston College Bulletin**  
**Volume LV, Number 4, May, 1985**

The Boston College Bulletin contains current information regarding the University calendar, admissions, degree requirements, fees, regulations and course offerings. It is not intended to be and should not be relied upon as a statement of the University's contractual undertakings.

Boston College reserves the right in its sole judgment to make changes of any nature in its program, calendar or academic schedule whenever it is deemed necessary or desirable, including changes in course content, the rescheduling of classes with or without extending the academic term, cancelling of scheduled classes and other academic activities, and requiring or affording alternatives for scheduled classes or other academic activities, in any such case giving such notice thereof as is reasonably practicable under the circumstances.

The Boston College Bulletin is published six times a year in April, May, July 1, July 15, August and September.

Boston College is committed to providing equal opportunity in education and in employment regardless of race, sex, marital or parental status, religion, age, national origin or physical/mental handicap. As an employer, Boston College is in compliance with the various laws and regulations requiring equal opportunity and affirmative action in employment, such as Title VII of the Civil Rights Act and Federal Executive Order #11246. Boston College's policy of equal educational opportunity is in compliance with the guidelines and requirements of Title VI of the Civil Rights Act, Title IX of the Higher Education Amendments Act of 1972, and Section 504 of the Rehabilitation Act of 1973.

The Registrar's Office wishes to thank the Office of Communications for permission to use their pictures throughout this publication.

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# **Boston College Bulletin**

**Undergraduate  
Catalog  
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**Chestnut Hill,  
Massachusetts  
02167**

**617-552-8000**

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## The University

Having been granted its charter in 1863 by the Commonwealth of Massachusetts, Boston College is one of the oldest Jesuit-founded universities in the United States.

During its first fifty years the college was located in the City of Boston. Shortly before World War I, property was acquired in Chestnut Hill and the college was relocated to this suburban community six miles west of Boston.

During the more than fifty years since its relocation the growth of Boston College into today's University was particularly evident during the 1920's. The Summer Session, the Graduate School of Arts and Sciences, the Law School, and the Evening College were added in rapid succession to the original College of Arts and Sciences. In 1927, the College of Liberal Arts at Lenox and the Schools of Philosophy and Theology at Weston were established as academic units of the University. The Graduate School of Social Work was established in 1936, and the College of Business Administration in 1938. The latter, and its Graduate School which was established in 1957, is now known as the School of Management. The Schools of Nursing and Education were founded, respectively, in 1947 and 1952.

## Undergraduate Education

In our idealistic moments we call a college a community of scholars. The phrase implies that not only do collegians meld themselves into a social and academic whole, but that faculty members and administrators join students in forming an integral and discernible community. Boston College is such a community. The members develop, in conjunction with persons who have similar high hopes for humanity, those distinctive values which the Christian tradition can generate when it is in contact with the real problems of contemporary experiences.

## Accreditation of the University

Boston College is a member of, or accredited by, the following educational institutions: The American Association of Colleges of Nursing, the American Association of Colleges for Teacher Education, the American Assembly of Collegiate Schools of Business, the American Association of University Women, the American Bar Association, the American Psychological Association, the American Chemical Society, the American Council on Education, the Association of American Colleges, the Association of American Law Schools, the Association for Continuing Higher Education, the Association of Urban Universities, the Board of Regents of the University of New York, the College Entrance Examination Board, the Council of Graduate Schools, the Council on Social Work Education, the Association of Jesuit Colleges and Universities, the International Association of Universities, the International Association of Catholic Universities, the Interstate Certification Compact, the National Catholic Education Association, the National League for Nursing, the New England Association of Schools and Col-

leges, the National Council for Accreditation of Teacher Education, Phi Beta Kappa, Alpha Sigma Nu, and other similar organizations.

## The Libraries

The Boston College Libraries offer a wealth of resources and services to support the teaching and research activities of the University. The book collections are approaching a total of one million volumes, and approximately 10,000 serial titles are currently received.

Membership in two academic consortia, the Boston Library Consortium and the Boston Theological Institute, adds still greater dimensions to the resources of the Boston College Libraries, providing Boston College faculty and graduate students who have special research needs access to the millions of volumes and other services of the member institutions.

Through membership in New England Library Information Network (NELINET), there is on-line access to publishing, cataloging and interlibrary loan location from the OCLC, Inc. data base, which contains over ten million records from the Library of Congress and from more than 3,000 contributing institutions.

Boston College is also among the first schools in the country to offer an on-line public catalog of its collection through a new Geac Library Information System. This computer system provides instant access to information on over 85% of all library holdings, as well as supporting book circulation and acquisitions procedures. Students may now browse the catalog using video display terminals in all the libraries. In addition the libraries offer customized computer searching of 225 commercial data bases in the humanities, sciences, business, and social sciences.

Information on use of the libraries is contained in the *Guide to the Boston College Libraries* and other leaflets and pamphlets available in the libraries.

**The Thomas P. O'Neill, Jr. Library**, the new central library of Boston College, opened its doors to the public in September 1984. This facility contains the research collection in the humanities, social sciences, education, business, nursing, and the sciences. There are approximately 717,000 volumes, 7,272 active serials, a large collection of government documents, a new audio-visual collection, and an excellent collection of reference and bibliographic works.

**The Resource Center**, located in the basement of the Newton Chapel, provides study space for the residents of the Newton Campus as well as a reserve readings collection for courses taught on the campus and a music listening facility.

**The School of Social Work Library**, in McGuinn Hall, contains a collection of approximately 28,000 volumes and close to 400 periodical titles, government documents, and social work theses and doctoral dissertations. The collection covers the history and philosophy of social work, its methodology, and all aspects of social welfare services. Literature of psychiatry and the behavior and social sciences is also represented.

**The Law School Library**, located on the

Newton Campus, is a well-rounded collection of legal and related materials in excess of 180,000 volumes. The open stack collection includes primary source materials consisting of reports of decisions and statutory materials with a broad-based collection of secondary research tools in the form of textbooks and treatises, legal and related periodicals, legal encyclopedias and reference works. Basically Anglo-American in character, the collection also contains growing numbers of international, comparative and foreign law works. The Library is also a subscriber to LEXIS and to WESTLAW.

**The Special Collections Department** in More Hall houses an outstanding collection of 50,000 rare books, over 1,000 literary manuscripts, and several hundred thousand pieces of literary correspondence and other archives. Rare books of special note are included in Jesuitana (1543–1773), Biblical and Patristic Studies, Classical Studies, the Irish Collection, the N. M. Williams Ethnological Collection of Black Caribbeana and Africana, the Pastoral Library of the First Church of Christ, Salem, Mass. (1629–1829), Catholic Life and Liturgy (1925–1975), the History of Printing and Publishing, Rex Stout, Thomas Merton, and British Catholic Authors including Hilaire Belloc, Eric Gill, Graham Greene, David Jones, Peter Levi, Alice Meynell, Coventry Patmore, Edith Sitwell, Francis Thompson, and Evelyn Waugh. Manuscripts and correspondence of note include those of Belloc, Merton, Sitwell, Greene, Stout, Thompson, Levi, Frederick Copleston, S.J., Francis Sweeney, S.J., David Goldstein, John Boyle O'Reilly, Patrick Collins, and Patrick Cahill. Archives of note include the Common Cause Society, The Boston Coordinating Committee on Desegregation (1975–1978) the Americans for Democratic Action, The Bookbuilders of Boston (1938–), the Eire Society of Boston, Anansi Folktales of West African Jamaicans, *The London Tablet* (1968–1980), The Coordinating Committee on Copyright Revision, The Authors League of America, The Helen Landreth Archive on the Irish Rebellion and The World War II Writers' Board.

## The Campus

Located on the border between the city of Boston and the suburb of Newton, Boston College derives benefits from its proximity to a large metropolitan city and its setting in a residential suburb. Often cited as a model of university planning, the campus is spread over more than 200 acres of tree-covered Chestnut Hill. Yet it is just a few miles from culturally and socially rich Boston.

The Chestnut Hill campus is tri-level. Dormitories are on the upper campus; classroom, laboratory, administrative and student service facilities are on the middle campus; and the lower campus includes modular and apartment residences as well as recreational and parking facilities.

The Newton campus is a 40-acre tract located one and one-half miles from the Chestnut Hill campus. It also contains classrooms, dormitories, athletic areas and student service facilities.



Equal Opportunity in Education

Boston College is an academic community whose doors are open to all students without regard to race, religion, age, sex, marital or parental status, national origin, or handicap. Opportunities and experiences are offered to all students on an equal basis and in such a way as to recognize and appreciate their individual and cultural differences. This policy of equal opportunity and nondiscrimination in education underlies all of the graduate and undergraduate programs and services of the University, including admissions, financial aid, housing, access to all course offerings, extracurricular programs and activities, athletics, counseling and testing, health services and all other student services. The University's Office of Affirmative Action coordinates the implementation of this policy and is available as a resource to all students as well as faculty and staff.

Confidentiality of Student Records

As a matter of necessity, Boston College continuously records a large number of specific items relating to its students. This information is necessary to support its educational programs as well as to administer housing, athletics and extracurricular programs. The College also maintains certain records such as employment, financial and accounting information for its own use and to comply with state and federal regulations. Boston College has committed itself to protect the privacy rights of its students and to maintain the confidentiality of its records. In addition, the College endorses and complies with the Family Educational Rights and Privacy Act of 1974 (the Buckley Amendment), a federal statute which requires that students be permitted to review records in their files and offers them the possibility of correcting errors which they may discover. Students or others seeking more complete information regarding their specific rights and responsibilities of the University will find copies of the Family Educational Rights and Privacy Act of 1974 and the rules and regulations for compliance with the Act on file in the University Library or in the Office of University Policies and Procedures in More Hall.

The College routinely makes available to the general public directory information on its students in the following categories: a student's name, address, telephone number, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, the most recent previous educational agency or institution attended, and other similar information. Unless advised to the contrary, the College will make this information available. A student who so wishes has the absolute right to prevent release of this information. In order to do so, the student must complete a form requesting nondisclosure of directory information. These forms are on file in the Registrar's Office and should be filled out at the beginning of each semester for which they are to be enforced.

Tuition and Fees

First semester tuition and fees are due by August 15, 1985.

Tuition first semester \$4,100.00  
Second semester tuition and fees are due by December 15, 1985.

Tuition second semester—\$4,100.00  
There is a \$100.00 late processing fee for payments received for first semester after September 27, 1985 and for second semester after February 14, 1986. There will be absolutely no registration or confirmation of registration allowed after December 10, 1985 for first semester and April 28, 1986 for second semester.

Payment should be made by check or postal money order and mailed to the Controller's Office. Scholarship holders are not exempt from payment of registration, acceptance deposits, insurance and fees at the time prescribed.

Undergraduate General Fees

Application Fee (not refundable)	\$ 35.00
Acceptance Deposit. Applicable to the last semester tuition. If a student does not enter in the year for which the fee is paid or does not formally withdraw before July 1 for first semester, or December 1 for second semester, the fee is forfeited. This deposit is not refundable to any student who has not completed at least one semester.	100.00
Health Fee	140.00
Identification Card	9.00
Late Confirmation of Registration	50.00
Recreation Fee—payable annually	70.00
Registration for new students (not refundable)	40.00
Tuition—payable semi-annually	8200.00

Undergraduate Special Fees

Absentee Examination	\$ 20.00
Certificates, Transcripts	2.00
Extra Course—per semester hour credit	275.00
Field Placement Fee	35.00
Graduation Fee	40.00
Laboratory Fee—per semester	12.00–115.00
Nursing Malpractice Fee	15.00
Readmission Fee	40.00
Special Students—per semester hour credit	275.00
Student Activity Fee	32.00

Resident Student Expenses

Board per semester	975.00
Room Fee (includes Mail Service) per semester varies from \$970.00–1200.00 depending on room	varies
Room Guarantee Deposit	100.00
Health Fee	140.00

Acceleration

Full-time undergraduate students authorized by the Dean's Office to take accelerated programs leading to an early graduation will be billed by Student Accounts for extra courses taken during a

regular semester at the rate of one-fifth of a semester's tuition for each extra course. This will be in addition to the flat rate tuition charge covering a normal load (four courses per semester as a senior; five courses per semester prior to senior year). No additional fee will be assessed for extra courses taken for enrichment purposes only, and not to accelerate a degree program. However, when a student who has taken extra courses for enrichment later wishes to use those courses for acceleration, a fee will be assessed based on the tuition rate that was in effect when the courses were taken. Whenever a student has been given approval to take Boston College summer courses for acceleration, he/she will pay the regular Summer Session tuition for those courses.

The Trustees of Boston College reserve the right to change the tuition rates and to make additional charges within the University whenever such action is deemed necessary.

Withdrawals and Refunds

- Fees are not refundable.
- Undergraduate tuition is cancelled subject to the following conditions:
1. Notice of withdrawal must be made in writing to:  
University Registrar  
Boston College  
Lyons 101  
Chestnut Hill, Massachusetts 02167
  2. The date of receipt of written notice of withdrawal by the University Registrar determines the amount of tuition cancelled.
  3. The cancellation schedule shown below will apply to students withdrawing voluntarily, as well as to students who are dismissed from the University for academic or disciplinary reasons. Students withdrawing by the following dates will receive the tuition refund indicated below.

<i>First Semester</i>		
by Sept. 13, 1985	80%	of tuition charged is cancelled
by Sept. 20, 1985	60%	of tuition charged is cancelled
by Sept. 27, 1985	40%	of tuition charged is cancelled
by Oct. 4, 1985	20%	of tuition charged is cancelled

<i>Second Semester</i>		
by Jan. 24, 1986	80%	of tuition charged is cancelled
by Jan. 31, 1986	60%	of tuition charged is cancelled
by Feb. 7, 1986	40%	of tuition charged is cancelled
by Feb. 14, 1986	20%	of tuition charged is cancelled

No cancellations are made after the 5th week of classes.

If a student does not wish to leave any resulting credit balance in his or her account for subsequent use, he or she should request the Student Accounts Office in writing to issue a rebate.

Federal regulations issued by the Office of Education established procedural guidelines applicable to the treatment of refunds whenever the affected student has



been the recipient of financial assistance through any program authorized under Title IV of the Higher Education Act of 1965. These guidelines pertain to the National Direct Student Loan, the Pell Grant, the Supplemental Educational Opportunity Grant, the College Work-Study, and the Guaranteed Student Loan programs. In such cases, the regulations require that a portion of any refund be returned to the Title IV Program. Further, if a student withdraws, the institution must determine if any cash disbursements of Title IV funds, made directly to the student by the institution for noninstructional purposes, is an overpayment that must be repaid to the Title IV program. University policy developed to comply with the regulations at Boston College will be available upon request from the Financial Aid Office.

Admissions Information

Boston College is an academic community whose doors are open to men and women regardless of race, color, national origin, sex, religion, age, or handicap. Boston College seeks to maintain an undergraduate student body which represents a broad variety of abilities, backgrounds, and interests. In selecting students, therefore, the Committee on Admissions looks for demonstrated evidence of academic ability, intellectual curiosity, strength of character, motivation, energy, and promise for personal growth and development. Requests for financial aid do not affect decisions on admission. Application forms and information bulletins may be obtained from the Undergraduate Admissions Office, Boston College, Chestnut Hill, Massachusetts 02167.

Admission From Secondary School

Although secondary school preparation varies, the recommended units are:

English	4
Foreign Language	2
Algebra	2
Plane Geometry	1
Lab Science	2

Applicants to the School of Nursing must complete at least two years of a lab science, including a unit of Chemistry. Also, it is strongly recommended that applicants to the School of Management complete a fourth year of mathematics.

Entrance Examinations

The following tests of the College Entrance Examination Board (CEEB) must be completed by each applicant no later than January of the senior year:

- Scholastic Aptitude Test (SAT)
- Achievement Tests in: 1. English;
- 2. Mathematics Level I or II; and,
- 3. Third Test of the applicant's own choice

The SAT may be taken in either the Junior or the Senior year. The Committee on Admissions will select the best combination of test scores when evaluating an application. The American College Test (ACT) is acceptable in place of the SAT.

Application Procedures

Students applying to Boston College should submit the Preliminary Application (available in the Admissions Viewbook or Bulletin) by January 15 and the Secondary Application by February 1. When the student's completed Preliminary Application is submitted with the \$35 application fee, the Admissions Office will mail the Secondary Application to the student. Candidates are notified of action taken on their applications between April 1 and April 15. Superior students who are seriously considering Boston College may want to apply through the **Early Notification Program**. This would necessitate submitting the Preliminary Application by November 1 and the Secondary Application by November 15. Candidates will learn of the Admissions Committee decision by December 15, but they will have the same deadline (May 1) as the other candidates to reserve their places.

Admission by Transfer

Candidates for admission-in-transfer to Boston College from another college or university should follow the procedure for regular application to the freshman class. In addition transfer applicants must submit the following credentials:

1. A letter from the candidate stating his or her reason for transfer to Boston College.
2. A complete official transcript of all courses taken in all semesters at other colleges or universities. A statement of honorable separation from such institutions should be included.

Usually only those transfer applicants who have maintained a grade point average of 2.5 or higher will be considered for transfer to Boston College. Credits will be accepted for transfer only for courses which are equivalent to those offered at Boston College. Admission-in-transfer is granted for the fall term beginning in September and for the spring term beginning in January. The residency and tuition requirements for transfer students will be determined by the number of successfully completed semesters at the former school, not the number of courses transferred in.

Transfer students are required to complete a minimum of two years' work (the equivalent of 18 courses or 54 semester credit hours) at Boston College in order to qualify for an undergraduate degree from the University. Transfer students admitted to sophomore status or above may not accelerate the academic program for completion of degree requirements assigned by the Admissions Office at the time of their acceptance to Boston College. However, transfer students may, with prior approval, carry overload courses to make up deficiencies or to complete the number of courses appropriate to their assigned status. Please consult the Undergraduate Admissions Bulletin for information on application deadlines, financial aid, and specific restrictions on the transfer of credit to particular undergraduate divisions. Candidates who are accepted will at the same

time be notified of the terms of admission and credits to be allowed in transfer.

Special Students

Only those persons who wish to be enrolled as full-time day students and candidates for the baccalaureate program for registered nurses are admitted by the Office of Undergraduate Admissions. Students in the baccalaureate program for registered nurses are encouraged to enroll full-time, but part-time study for individual semesters may be arranged by permission of the Dean of the School of Nursing. All other students wishing to attend Boston College on a part-time basis, for either day or evening classes, should contact: Dean of the Evening College, Fulton Hall, Room 317, Boston College, Chestnut Hill, MA 02167.

Advanced Placement

Boston College participates in the Advanced Placement Program of the College Entrance Examination Board. Applicants interested in advanced placement should make arrangements to take the Advanced Placement Tests given by the C.E.E.B. in May of each year. The tests may be taken in the junior as well as the senior year of high school. Advanced placement can also be earned for college courses completed at an accredited institution prior to enrollment at Boston College in which the student has earned a grade of C or better. Official college transcripts of these courses should be forwarded to the Admissions Office by August 1.

Should a student earn 18 or more credits, whether through superior performance on a minimum of three A.P. tests or through acceptance of at least six three-credit courses or any combination of these two methods, he/she will be eligible for sophomore standing. Should fewer than 18 credits be earned, the student can still be excused from core requirements; however, electives must be substituted for these core courses. Thirty-eight courses will still be required for graduation from Boston College.

Early Admission

Under the Early Admission Program, outstandingly gifted and highly motivated high school juniors are sometimes admitted to Boston College one year early. Early Admission candidates must obtain from their high school a letter stating that either they have completed all their requirements for graduation, or that they will receive their diploma after the freshman year at Boston College. All Early Admission candidates are required to arrange for a personal interview at Boston College. Decisions on Early Admission applications are made after the receipt of the final grades in the junior year.

Minority Admissions Information

Boston College welcomes applications from students of all backgrounds and cultures. The Minority Admissions Program is responsible for the recruitment, processing and evaluation of all applications from Black, Asian-American, Hispanic, and Na-



tive American students. Applications are read in light of the applicant's cultural and educational background.

Students who enter Boston College through the Minority Admissions Program are eligible to participate in a transitional summer program offered by the University. This program is designed for students who may have some educational disadvantages, but who do show some academic potential and motivation.

### **International Student Admissions**

Boston College welcomes the International applicant. The International Student Admissions Program is responsible for the recruitment, processing and evaluation of all international applications. Students are expected to submit the same credentials (transcripts, recommendations, SAT's, etc.) as American applicants. Any international student whose native language is not English is required to take the Test of English as a Foreign Language (TOEFL) exam. All documents should be submitted in English. If the credentials must be translated the original must be submitted along with the translation.

### **Financial Aid**

Boston College administers a variety of assistance programs to help students finance their education when their own and their families' resources are inadequate for this purpose. It is a fundamental principle of financial aid, however, that the student's first resource must be his or her own earning capacity, followed by the income and assets of his or her immediate family.

To enable the college to make a proper judgment as to the amount and kind of assistance for which a student is eligible, a copy of the parents' and student's tax returns and a Financial Aid Form (FAF) must be filed along with the Boston College Financial Aid Application each year.

Boston College policy states all students who receive financial assistance from or through Boston College are required to file a complete financial aid application.

The College's estimate of a student's need is based on an analysis of information supplied on the Financial Aid Form and tax returns. Frequently, various forms of assistance must be combined to meet the student's need. In the event that an applicant receives other assistance after aid has been awarded, the college may be required to adjust the total amount of aid accordingly. All financial aid resources are limited, and it is our intent to use these resources in such a way that the greatest number will benefit. Students are required to report outside awards which they obtain.

Students are expected to save \$900-\$1000 from summer earnings each year. We also expect all undergraduates who are Massachusetts residents to file for a Massachusetts State Scholarship. Students from other states which have a State Scholarship Program are also expected to apply. Undergraduate students applying for aid of any kind are required to apply for a Pell Grant before their application for other types of aid will be considered.

Most financial aid available at Boston College (whether institutional, federal or state) is awarded primarily on the basis of financial need, possibly combined with academic performance or potential or some other skill. Need is determined by using the forms indicated above and is re-examined annually. Students with the greatest need are generally given preference for most financial aid programs and thus tend to receive larger financial aid packages.

All financial aid recipients must be maintaining satisfactory progress in their course of study. Satisfactory academic progress is defined by the dean of each school at B.C. Students should check with their respective deans for this definition. If a student is not maintaining satisfactory academic progress, the student should consult with his or her dean to determine what steps must be taken to reestablish his or her status and, thus, eligibility to receive financial aid.

Specific information on the various programs, conditions, procedures and the various financial aid deadline dates, can be found in the chapter entitled Policies and Procedures of the Boston College Student Guide, or in the Boston College Financial Aid Application, the Boston College Financial Aid Award Letter, the Financial Aid Brochure, or the Financial Aid Dates and Deadlines Letter. Students are expected to be familiar with the contents of these sources as well as the other materials or documents which may be distributed by the Boston College Financial Aid Office.

The following types of aid are available individually or in combination:

### **Boston College Scholarships/Grants (Undergraduates Only)**

These are based on need combined with academic performance, potential, or some other skill, and are designated for incoming freshmen with renewal contingent upon maintenance of the conditions under which the award was originally granted. Scholarships or grants which are lost or forfeited by the original recipients can be awarded to other upperclassmen.

Scholarships and grants may be increased from available funds if university costs increase. Such funds are used to aid new recipients as well as to increase existing awards to students whose need has risen.

Scholarship and grant recipients must maintain cumulative averages of 3.0 and 2.5, respectively.

### **Pell Grants (Undergraduates Only)**

If fully funded, Pell will provide to all eligible students a grant of up to \$1900 based on a student aid index. The student aid index is computed on the basis of parental and student income and assets, as well as family size and number in college. All undergraduate students are required to apply if they are at least half time and if they are applicants for other aid.

### **Supplemental Educational Opportunity Grants (Undergraduates Only)**

These are grants made available from federal funds. Grants range from \$200 to \$2000 per year and may be renewable upon reapplication as long as need continues.

### **National Direct (formerly Defense) Student Loans**

Amounts awarded are based on need. Undergraduates are limited to a combined total of \$3,000 for the first two years and a combined total of \$6,000 for all undergraduate years. Graduate students are limited to a combined total of \$12,000 for undergraduate and graduate years.

The loan is interest free until repayment begins, six months after graduation. The interest charge is 5% on first-time loans disbursed after October 1, 1981.

Deferment or cancellation is allowed under certain conditions. Information on deferment and cancellation provisions can be obtained by contacting the Student Loan Office More Hall 302.

### **Nursing Student Loans**

At least half-time students may apply for up to \$2,500 per academic year. Amounts awarded will be based on student's need. No interest is charged on loans until repayment period begins. A repayment period of 10 years is permitted with interest of 6% charged on the unpaid balance. Repayment period begins 9 months after graduation with a period of deferral allowed for time spent in full-time graduate study, active duty in military service, or Peace Corps service.

Loans disbursed prior to August 13, 1981 carried an interest rate of 3%.

Nursing students are encouraged to seek other sources of loans (e.g. HELP) due to limitations of funds in this program.

### **College Work-Study**

With the assistance of Federal funds, the Financial Aid Office is able to provide to at least half-time students employment opportunities either on the campus or in various public or private non-profit off-campus agencies. Students are limited by B.C. to 15-20 hours per week during the school year and 35-40 hours per week during the summer or other school vacations and are paid on a weekly basis. Eligibility is based on need, and earnings must be related to total educational costs. Students must be awarded Work-Study by the Financial Aid Office for each work period before they can be authorized for employment by the Student Employment Office. For more information on this process, please consult the list of important dates and deadlines published by the Financial Aid Office.

### **Student Employment Program**

Some opportunities are provided for part-time employment throughout the school year. The limitation on hours makes it unlikely that students can earn more than a portion of tuition during the course of the year in this fashion.



Since all on-campus regular employment of any kind must be counted as a resource, students receiving other financial aid should check with the Financial Aid Office to be sure that additional earnings will not jeopardize the other financial aid awards.

Students should consult the Student Employment Office for more employment information.

### Job Locator Program

The Job Locator Program offers over 400 part-time, non-work-study positions. Full-time positions are posted for the Summer period. Most positions are off-campus jobs with local businesses offering varying rates of pay. The Job Room is open to any Boston College student who registers for the program in Lyons Hall, Room 220.

### State Scholarships

Depending upon the individual state regulations, most undergraduate and some graduate students may apply. Students from Massachusetts, Connecticut, Rhode Island, Vermont, Pennsylvania, New Jersey, Maine, District of Columbia, Maryland and New Hampshire should apply through the Board of Higher Education in their home state since these states allow funds to be used at in-state or out-of-state schools.

Applications for the State of Massachusetts, Maine, New Jersey and Rhode Island may be picked up in the Financial Aid Office.

### Guaranteed Student Loan (HELP)

This is a low interest loan made available to students through local banks. Students apply directly through a bank, preferably one they or their family have dealt with in the past.

Effective January 1, 1980 the interest rate was raised from 7 to 9 percent for *new* borrowers. Students who carry 7 percent loans have a 9 to 12 month grace period. Loans at the 9 percent rate carry a grace period of 6 months.

Borrowing through this program became "need-based" as of October 1, 1981. Under the new regulations a student is eligible if the adjusted gross family income is \$30,000 or less, or if over \$30,000 and there is determined to be need. Therefore applicants must file a *Financial Aid Form* and parent and student tax returns to be used in the need determination.

Undergraduate students may borrow up to \$2,500 per academic year to a maximum of \$12,500. Graduate and professional students may borrow up to \$5,000 per year to an aggregate undergraduate and graduate total of \$25,000.

### Parent Loans

This new loan program originally called Parent Loans for Undergraduate Students (PLUS), may now be called Auxiliary Loans to Assist Students (ALAS). Parents may borrow up to \$3,000 per year per dependent child to a maximum of \$15,000.

Effective October 1, 1981 independent and graduate or professional students may borrow if they meet the bank's lending criteria. Undergraduate independent students may borrow the difference between

\$2,500 and their Guaranteed Student Loan. Graduate students may borrow up to \$3,000 in addition to a Guaranteed Student Loan. The maximum aggregate PLUS/ALAS loan is \$15,000.

Repayment begins within 60 days after disbursement at 12% interest. There is no in-school interest subsidy on these loans.

NOTE: Students should be aware that their total resources (family and student contribution plus assistance awarded by the school) combined with the Guaranteed Student Loan and/or Parental Loan may not exceed their educational budget for the year.

### Massachusetts Family Education Loan

Boston College in cooperation with other participating colleges under the Massachusetts College Student Loan Authority offers this loan program. Under this program, a parent can borrow and repay the loan over 15 years.

Eligibility is based upon financial factors. The minimum which can be borrowed is \$2000, and the maximum 75% of the cost of attendance less other educational borrowing. Eligibility is based upon financial factors and credit criteria which parallels industry standards for extension of consumer credit. Application forms are available upon request from the Financial Aid Office.

The Family Loan carries a tuition stabilization feature. If the loan is borrowed for four years, tuition is frozen at the current rate.

### Outside Scholarships

A limited amount of outside scholarships are available through town, state, and private agencies. Information in this area may be obtained directly from the source of the funds or from the Financial Aid Office.

### Other Financial Aid

Various tuition aid or installment payment programs are available, as well as commercial bank loans. Information is available for different payment plans, including the Boston College Tuition Prepayment Plan, at the Student Accounts Office in More Hall 302 and the Financial Aid Office in Lyons 210.

## Student Services

### AHANA Student Programs

(Afro-American, Hispanic, Asian and Native American)

The goal of this office is to promote the optimal academic achievement of AHANA students at Boston College, especially those identified as being at an educational disadvantage. Among the services offered by this office are: tutorial assistance; academic advisement; individual and group counseling; tracking of academic performance; and career counseling. In addition to these services, the office assists various AHANA student organizations in developing and implementing cultural programs.

**Options Through Education Program:** Sponsored by the Office of AHANA Student Programs, this six-week summer resi-

dential program has as its objective the goal of equipping 40 pre-freshmen, identified by the Admissions Office as being at an educational and economic disadvantage, with the skills necessary to successfully negotiate Boston College's curriculum. At the core of the program's curriculum is a focus on imparting skills in two critical areas: English and Mathematics. In addition to a focus on academics, the program seeks to introduce its students to the diverse resources available at Boston College and in the greater Boston community.

### Athletics

The objective of the Boston College Athletic Association is to provide members of the entire university community with the opportunity to participate in, at the involvement level of one's choice, a program of physical activity which complements their spiritual, academic, cultural and social growth.

To meet the needs of a diverse community, the Athletic Association offers activities at five levels: unstructured recreation, instruction, organized intramural sports, club sports and intercollegiate competition.

### Career Center

Career planning can begin as early as freshman or sophomore year, allowing for ample time during one's college years to research and explore career fields which encompass one's interests, values, and skills.

The Career Center provides workshops, individual counseling and informational resources on all aspects of career decision-making, and, for those seeking summer jobs or full-time employment, assistance with the techniques involved in job-hunting.

The workshop Career/Life Planning is especially valuable in providing a focus for career exploration. From this workshop, students move into active use of the Center's wealth of occupational information. The Center's Career Resource Library contains books, files, and videotapes on career fields, graduate schools, specific employers, and job-hunting techniques. Discover, an easy-to-use computerized career guidance system, provides interest and skill assessment, as well as descriptive information about more than 400 careers. The Alumni Career Network consists of 850 alumni volunteers who host students at their workplaces and discuss the realities of their career fields.

The Boston College Internship Program provides a clearinghouse of career-related internships enabling students to integrate coursework with practical field experience.

For the job-hunting student, the Center provides group and individual advising in resume-writing, interviewing, and job-hunting techniques; an on-campus recruiting program; Law School Day; current job listings; and a credentials service.

There's something for everyone, freshmen through graduate students and alumni, from every school and major, at the Career Center. Visit the office at 38 Commonwealth Avenue and pick up the Center's monthly *Calendar of Events*.



## Chaplains

The Chaplains Office strives to deepen the faith of Boston College students by offering opportunities to discover, grow in, express and celebrate the religious dimensions of their lives in personally relevant ways. In addition, it works to foster justice by developing social awareness and to build a sense of community as a Christian value in the whole University. Offices are located in McElroy Commons, Room 215, ext. 3475.

## Counseling and Mental Health Services

The Counseling Services (three units) located on the main campus, provides assistance to students in matters pertaining to personal adjustment, vocational decisions, educational planning and mental health problems. Provisions for individual counseling and psychotherapy are included among the services. Since the development of some types of personal potential and the solution of some adjustment difficulties can be achieved most effectively through group experiences, the Counseling Services provide a limited number of counseling groups each year.

Psychiatric consultation and treatment are available, normally without cost to the student, through the College Mental Health Center of Boston, a nonprofit psychiatric facility affiliated with Boston College. Students may request a referral from any of the campus Counseling Offices, the Health Services Clinic, or may contact the College Mental Health Center directly for an appointment at 262-3315.

## Dean of Students

The Office of the Dean of Students offers rehabilitative counseling and interprets/implements University policies designed to safeguard and enhance the rights/responsibilities of the individual and the University community. It is also responsible for the Murray House Commuter Center, the Women's Resource Center, the Student Judicial System, the Student I.D. Program, the Lost and Found Department, Alcohol Concern Team and related education programs, and the Program for Handicapped Students.

## Dining Facilities

The University offers service in three dining areas for resident students with a complete and nutritionally-balanced menu: McElroy Commons on Middle Campus, Stuart Hall at Newton, and Walsh Hall on Lower Campus. In addition, students may use their coupons in several a la carte cash-type facilities also available to non-board students because of the increased flexibility of the Point Plan. Additional coupons are available at a reduced price, if required, to any student needing additional coupons beyond the 5-book Base Plan. Optional Plans are also available of one or more books to nonboard students. The cost of the 5-book Base Plan for the year 1985-1986 is \$975 per semester.

The Meal Plan is mandatory for resident students living in Upper Campus, Newton, and Walsh Hall. The Board Plan Office, 552-3533 or Ext. 3533 will provide infor-

mation on request which may be very helpful to those who do not understand the Meal Plan. A Dietician is available to those students with special dietary needs or restrictions by calling 552-3178 or Ext. 3178.

## Health Services

The primary goal of the Health Services is to provide confidential medical/nursing care and educational programs to safeguard the physical well-being and mental health of the student body. The Department has two units: a Clinic located in Cushing Hall on the Chestnut Hill Campus, and a 20-bed Infirmary located in Keyes House South on the Newton Campus. Emergency service is also provided.

Boston College requires that all undergraduate resident students be enrolled with the Health Service. A mandatory Health/Infirmary fee is included on the tuition bill. Undergraduate students living off-campus who have been charged this fee may request a waiver from the Health Services Office in Cushing Hall during the first two weeks in September. All students may have access to the facilities for first aid or in the case of an emergency.

The Health/Infirmary fee is specifically for medical care provided on campus by the Health Services and is not to be confused with medical insurance. The University strongly recommends that all students be covered by an Accident & Sickness Insurance Policy so that complete protection may be assured in case of hospitalization or other costly outside medical services.

An informational brochure entitled *Health Services Student Guide* is available at the Health Services Office, Cushing Hall, Room 119. Insurance information can also be obtained there.

## Residence Accommodations

Boston College offers several different types of undergraduate student housing in three different residence areas. Each area houses both male and female students. The building style and individual accommodations vary with the location and are described below:

### Lower Campus

*Edmond's Hall Apartment Complex* The nine-story Edmond's Hall Apartment Complex, completed in the fall of 1975, houses approximately 800 male and female students in 200 two-bedroom apartments. Each apartment unit consists of two bedrooms, bath, dining area, kitchen and living room. These modern, completely furnished, apartment units house primarily upperclassmen. Subscription to the University Meal Plan is optional.

*Hillside-Rubenstein Apartment Complex* This air-conditioned apartment complex, completed in the spring of 1973, houses 725 students. Each completely furnished apartment unit includes two or three bedrooms, two baths, living room, dining area and kitchen. This area houses males and females, four or six per apartment, but is generally restricted to juniors and seniors. Subscription to the University Meal Plan is optional.

*Modular Apartment Complex* The Modular

Complex or village consists of 86 duplex townhouse apartments. Completed in the spring of 1971, each air-conditioned, and fully furnished apartment unit has three bedrooms, two and one-half baths, living room, and kitchen. This area houses both male and female students, six per apartment, but is generally restricted to juniors and seniors. Subscription to the University Meal Plan is optional.

*Michael P. Walsh Residence Hall* This suite-style residence hall completed in the fall of 1980, consists of four and eight person suites housing approximately 800 male and female students. Each eight person suite has a furnished lounge area and includes a sink and counter space. Each floor of the residence hall has a separate lounge and study area. The facility also includes a 650 seat dining hall, a television lounge, a laundry room, typing rooms, and a game and recreation area. These units house primarily underclassmen. Subscription to the University Meal Plan is mandatory.

### Upper Campus Residence Halls

These are standard dormitory structures with double and triple student rooms along a corridor. Each room is furnished with a bed, desk, dresser, chair, desk lamp, wastebasket and either shades or drapes. These twelve buildings house approximately 150 students each, normally freshmen and sophomores. All Upper Campus residents are required to subscribe to the University Meal Plan.

### Newton Campus Residence Halls

The six dormitory buildings on the Newton Campus are similar to the Upper Campus Dormitories and are furnished in the same manner. Daily free bus service is provided to the Chestnut Hill campus, which is located one and one-half miles from the Newton Campus. The Newton Campus offers a unique environment and special academic and social programs which make it attractive to many freshman students. The University Meal Plan is mandatory for Newton Campus residents and a dining room and cafeteria are located on the campus.

### Special Interest Housing

The University also offers two special interest houses for students. Shaw House on the upper Campus houses 21 undergraduates in the Honors Program. Special educational programs are sponsored by the House during the year. Greycliff Hall at 2051 Commonwealth Avenue houses 37 undergraduate students interested in the Romance Languages of French and Spanish. A full-time faculty member lives in the facility with the students and moderates the three credit conversation course offered to the residents.

### Off Campus Housing

The University provides no residence facilities for graduate students. It does, however, operate a Non-Resident Housing Information Office in Rubenstein Hall for the convenience of those seeking referrals for off-campus housing. The office main-



tains updated listings of apartments and rooms available for rental in areas surrounding the campus. Interested students should visit the office Monday through Friday, 10:00 a.m. to 4:00 p.m. No listings are available by mail.

In addition to the stated facilities, the University may lease additional facilities on a temporary basis if faced with a housing shortage in accommodating new students.

**Student Programs and Resources**

The place of student activities in the experience of a college student has great potential for contributing to his/her overall development. Among the services offered by the Office of Student Programs and Resources are the coordination of student organizations, the publication of the *Student Guide* and the management of the Ticket Booth, Orientation Program and O'Connell Student Union.

The Office of Student Programs and Resources also serves as a focal point for international students attending Boston College.

**Academic Regulations**

Note: In addition to being familiar with the Academic Regulations and degree requirements in this University section of the Bulletin, students are expected to know the Academic Regulations and degree requirements of their own college printed on subsequent pages. Students should not rely on oral representations regarding academic regulations or degree requirements. Any questions regarding degree requirements should be referred directly to the Office of the University Registrar.

**University Degree Requirements**

The requirement for the Bachelor's Degree in the undergraduate day colleges is the completion with satisfactory cumulative average (at least 1.5, with the exception of the College of Arts and Sciences, which requires a minimum average of 1.667) of at least 38 three-credit courses, or their equivalent, distributed over eight semesters of full-time academic work. In the summer, the University Registrar sends each undergraduate degree candidate an evaluation of remaining degree requirements. Core and major requirements stated in the Bulletin may, in exceptional circumstances, be waived or substituted by the student's Dean or major department. Such exceptions must be communicated in writing to the Office of the University Registrar. Acceleration of degree programs is possible in exceptional circumstances, provided Dean's approval is obtained at least two full semesters before early graduation and University policies governing acceleration are followed.

**University Core Requirements**

The minimum liberal education Core requirements to be fulfilled by all undergraduate students, as administered by the Council on Liberal Education, over a four-year period, will be the following:

- 2 in English
- 2 in European History

- 2 in either Natural Sciences or Mathematics
  - 2 in Social Sciences (Sociology, Political Science, Economics, Psychology and approved courses in the professional schools)
  - 2 in Theology
- For specific Core requirements in the individual schools in the University, students should consult the appropriate sections of this Bulletin.

**Grading Scale**

The grading system consists of twelve categories, as follows: A, A-, B+, B, B-, C+, C-, D+, D, D-, F. A is excellent; B is good; C is satisfactory; D is passing but unsatisfactory; F is failure.

While the grade I (incomplete) is not recorded for undergraduates, Boston College recognizes that under unusual circumstances (e.g., extended illness), a limited extension of time beyond the end of the semester in which a course was initiated may be warranted. This can be accomplished with permission of the professor involved after consultation with the Associate Dean of his or her undergraduate college. The professor will establish the criteria and time limits for completion of the work. Normally, extensions will not extend beyond the sixth week of the semester following that in which the course was initiated.

In computing averages the following numerical equivalents for the twelve (12) letter grades are used:

A	4.00	B-	2.67	D+	1.33
A-	3.67	C+	2.33	D	1.00
B+	3.33	C	2.00	D-	.67
B	3.00	C-	1.67	F	.00

A student's cumulative average is comprised of courses taken at Boston College, and does not include courses accepted in transfer. Information about a course failed remains on the student's record and 0.0 is still computed into averages even if the course is repeated with a passing grade; the later grade is also computed into averages.

Grades will be mailed by the University Registrar's Office to each student shortly after the close of each semester.

**Academic Integrity**

Students at Boston College are expected to have high standards of integrity. Any student who cheats or plagiarizes on examinations or assignments is subject to dismissal from the College. Cases involving academic integrity shall be referred to a Dean for adjudication or for judgment by an Administrative Board, as the student shall request.

**Academic Grievances**

Any student who believes he or she has been treated unfairly in academic matters should consult with the Chairperson of the Undergraduate Program or the Dean to discuss the situation and/or to obtain information about relevant grievance procedures.

**Eligibility for Student Activities**

If a student is dismissed for academic

reasons from the College of Arts and Sciences, the School of Education, the School of Management, the School of Nursing, or the Evening College, that student is ineligible to participate in extracurricular activities unless: (a) he/she is readmitted to the same college/school; or, (b) even though eligible for readmission to the same college/school, he/she enrolls as a matriculating student in another college/school.

For that student ineligible to be readmitted to his/her original college/school but enrolled as a matriculating student in another college/school, he/she will become eligible to participate in extracurricular activities by having completed after dismissal two terms (i.e., fall, spring, or summer) of at least 12 credits each term with a 2.00 term grade point average each term, with no grade of F.

**The Dean's List**

The Dean's List recognizes the achievement of students semester by semester. The List classifies students in three groups according to semester averages: First Honors (3.700-4.000); Second Honors (3.500-3.699); Third Honors (3.300-3.499).

**Degree with Honors**

Latin honors accompanying the degrees of Bachelor of Arts and Bachelor of Science are awarded in three grades. Summa cum Laude, with Highest Honors, is awarded to the top 4.5% of the graduating class; Magna cum Laude, with High Honors, is awarded to the next 9.5%; and Cum Laude to the next 15%. These percentages are based on the student's eight-semester cumulative average.

**Absence from a Semester Examination**

Students will have to arrange for making up a semester examination which they have missed with the professor. Professors are asked to announce the time and manner by which students must notify them of absence and make arrangements for taking the absentee examinations. If, in particular courses, announcements about absentee examinations are not made, students should ask the professors to specify the acceptable excuse(s) for absence and the manner and time of notification and of arrangements for the make-up examination.

The only exception to the foregoing is the case where the student, because of an extended illness or serious injury, will miss all or most of his or her examinations and be unable to make up examinations for a week or more beyond the period scheduled for semester examinations. In such cases, the student or his or her family should call the Office of the Associate Dean of his or her college as soon as the prospect of extended absence becomes clear.

**Transfers Within Boston College**

Matriculated students wishing to transfer from one undergraduate college to another within Boston College should contact the Dean's Office of the school to which admission is sought. Freshmen should wait until late March to initiate this process;



other classes usually make inquiries in late October or in late March. The college administration involved in these procedures are:

College of Arts and Sciences  
Dean Green—Gasson 109  
Dean McHugh—Gasson 104  
School of Education  
Dean Smith—Campion 104A  
School of Management  
Dean Cronin—Fulton 306  
School of Nursing  
Dean Dineen—Cushing 203

### **Withdrawal From a Course**

Students who withdraw from a course after the first five class days of the semester but before the last three weeks of class will have a "W" recorded in the grade column of their permanent record. Students will not be permitted to drop courses during the last three weeks of classes or during the exam period. Students who are still registered at this point will receive a final grade for the semester.

### **Withdrawal From Boston College**

Students who wish to withdraw from Boston College in good standing are required to complete a Withdrawal Form and schedule and exit interview in the University Registrar's Office. In the case of students who are dismissed for academic or disciplinary reasons, the appropriate college administrator will complete this form.

### **Leave of Absence or Special Study Program**

Degree candidates seeking a leave of absence from Boston College are required to complete a Leave of Absence Form available in the University Registrar's Office. Students who take a leave of absence, subsequently decide to enroll at another college and then wish to reenter Boston College, must apply through Transfer Admissions.

To assure reenrollment for a particular semester following leave of absence or participation in a special study program, students must notify the University Registrar's Office and the Dean's Office of the college or school about their intention, at least six weeks in advance of the start of that semester.

### **Readmission**

Students who desire readmission will initiate the process in the University Registrar's Office, Lyons Hall. Applications for readmission should be made there and at the Dean's Office of the school involved at least six weeks before the start of the semester in which the former student seeks to resume study. The appropriate Dean's Office will make the decision on the application and notify the former student about the action taken. The decision will be based on consideration of the best interests of both the student and the University.

## **Special Programs (Non-degree)**

### **Cross Registration Program**

Under a program of cross-registration, Sophomores, Juniors and Seniors may take in each semester one elective course at either Boston University, Brandeis University, Hebrew College, Pine Manor College, Regis College or Tufts University if a similar course is not available at Boston College. A description of cross-registration procedures and the authorization form are available in the University Registrar's Office, Lyons 101.

### **Junior Year Abroad**

The Boston College Junior Year Abroad Program has as its ideal the complete integration of the American student within a foreign educational structure. Provided he or she has the necessary language preparation, the student is free to choose the country and university where he or she wishes to study. Where there is an established and supervised program in the university of the student's choice, it is suggested that he or she take advantage of this opportunity. If there is no such program, then the student enters directly into the university setting and competes on the same basis as others enrolled in the foreign university.

Permission to spend the Junior year abroad is open to sophomores, both men and women, in good standing in any of the undergraduate schools of Boston College. Application should be made as early as possible in the sophomore year, because some foreign universities require a very early registration. To be eligible, a student must have at least a B (2.9) grade in the major field, approximately the same grade in general average, and the approval of the Dean of the college. All applications are processed through the Office of the Junior Year Abroad Program. The student must consult the chairperson of the department of his or her major field for a program of studies to meet the requirements of his or her field of concentration and the collegiate degree. The student is encouraged to prepare for examinations in all subjects studied while abroad. These results are received by Boston College and translated into American academic equivalents. The student may be asked to submit written evidence of work done abroad and to take an oral examination for certification of credit.

### **Irish Studies at University College Cork**

Irish Studies offers a junior year Irish Studies Program at University College, Cork which provides intensive exposure in areas of Irish culture not normally available in the United States, such as Irish ethnography, folklore, and anthropology. Interested students should apply to the Junior Year Abroad Office or see Professors Dalsimer and O'Neill of the English and History Departments.

### **The PULSE Program**

PULSE affords the Boston College undergraduate an opportunity to combine

community-based field work with the study of Philosophy or Theology. PULSE operates with the assumption that the community work provides an exciting point of departure for serious philosophical and theological reflection.

Through the combination of reflective, academic work and field experience, the program encourages the student to form critical perspectives on society, community and self. A student's experience—whether tutoring a Laotian refugee, advocating for an elderly person before a government agency or befriending an abused child—provokes some of the most basic philosophical and theological questions: "What does it mean to be a person? What constitutes just treatment of the poor and powerless? What does God call me to do?"

Opportunities for field experience are available in a variety of different neighborhoods and social service agencies. Included in the range of placements are crisis-counseling services, community action groups, residences for retarded citizens, adolescent homes and after-school recreation programs. The placements aim at responding to community needs while simultaneously providing a challenging opportunity for students to confront social problems. (PULSE also offers a limited number of students the chance to develop independent projects.)

Supervision of student work includes on-site meetings with indigenous staff supplemented by bi-monthly meetings on campus with one's student coordinator. PULSE thus provides three levels of direction and supervision for student work. (1) The PULSE Director has overall responsibility for the educational goals and interests of PULSE students. In fulfilling that responsibility, the Director works as a consultant and advisor for both students and supervisors. (2) Each field project has a PULSE Council Coordinator, a student who is a member of the PULSE Council. (3) Each field project has an on-site Supervisor who, after an initial orientation session, meets regularly with students to provide information, direction and constructive feedback.

Besides course work and supervision, PULSE sponsors films, slide shows, housing tours and workshops which are all designed to further enhance a student's experience. Some recent workshop topics have been Homelessness and Limit Setting.

Students may participate in PULSE during any of their undergraduate years at Boston College. They may participate in the same project over several semesters or move on to projects treating different problems. Although classroom reflection is regarded as the key to the fullest possible experience, students are allowed to work in projects without participation in a course. Credit, however, can only be made available to those students registered in PULSE courses.

For details on PULSE courses, consult the listings of the Philosophy and Theology departments.

### **The Program for the Study of Faith, Peace and Justice**

Developments in recent years have



brought about growing concern and animated discussion among representatives of the great faith traditions concerning the present state of our world. The Program for the Study of Faith, Peace and Justice offers students at Boston College the opportunity to examine and intensify their faith commitments, and to explore the significance of these commitments for the task of bringing about just and peaceful solutions to national and international problems. The Program is intended to enable students to combine the skills and disciplines of their own major field of studies with the resources of other fields as they pertain to the intricate relationships between issues in faith, peace and justice.

Student participation in the Program for the Study of Faith, Peace and Justice ordinarily follows a sequence of three stages: general introduction, structured exploration, and integrative synthesis. (1) The general introduction to the Program for the Study of Faith, Peace and Justice is provided by the course Un 160 "The Challenge of Justice." The course will examine a range of faith traditions and their positions regarding faith and justice issues. The course will raise questions for students to pursue in the succeeding stages of the Program. (2) Following the introductory course, each student will undertake a structured though flexible program of study designed to lead to a comprehensive understanding of the ways in which his or her major field contributes to the connections among faith, peace and justice. This may include courses in one's own major specifically designed to address faith, peace and justice issues, as well as recommended courses from other disciplines. For further details, consult the listings of the relevant departments or schools. (3) In their senior year, students in the Program for the Study of Faith, Peace and Justice will develop an in-depth project focusing on some problem and present it in an Integrating Seminar for discussion and criticism by other students and faculty in the Program.

Courses and activities formerly sponsored by the Program for the Study of Peace and War will be sponsored by the Program for the Study of Faith, Peace and Justice. These include the interdisciplinary courses, "Perspectives on War, Aggression and Conflict Resolution I and II," and "The Crisis of World Hunger." The Perspectives I and II courses involve faculty from the History, Sociology, Theology, Philosophy, Psychology, Economics, Physics and Political Science departments, and focus on the causes of war and conflict as well as presenting a series of alternatives to war and injustice. The Crisis of World Hunger, jointly offered by the Economics, Sociology and Theology departments, investigates the problems of world hunger from a range of perspectives.

In a world where increasing complexity makes knowledge of just and peaceful courses of action increasingly difficult, informed and critical judgments by men and women of faith become ever more urgent. Participation in the Program for the Study of Faith, Peace and Justice provides one way in which that need can be realized.

Course Numbers and Codes

The alphabetic prefix indicates the department or program offering the course. The number indicates the level of the course.

- 000–299 Courses for undergraduate registration
- 300–699 Courses for undergraduate and graduate registration. For Education courses, this range is 300–399
- 700–999 Courses for graduate registration
- (F: 3) or (S: 3) A 3-credit course that will be offered either in the Fall or in the Spring.
- (F, S: 3) One course which will be offered in the Fall and in the Spring, but may be taken only once for 3 credits.
- (F: 3–S: 3) A two-semester course that can be taken both semesters for a total of 6 credits.



Future

Present/Past

Present/Past

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## College of Arts and Sciences

The College of Arts and Sciences confers the academic degree of either Bachelor of Arts (A.B.) or Bachelor of Science (B.S.), depending upon the candidate's major field. All degree programs within the college follow the liberal arts tradition.

Each student takes courses from the Core curriculum, usually during the freshman and sophomore years. These courses are intended to provide the cultural background, intellectual training, and structure of basic principles by which students can comprehend a complex world and cope with rapid changes as they occur.

Each student selects a major, which is a systematic concentration of courses that develops an understanding in depth of a single academic discipline or of an interdisciplinary topic. A student may choose more than one major, but in each must fulfill the minimum requirements set by the department and the College of Arts and Sciences. Students are subject to the major requirements as published for the year in which they entered Boston College.

The fields in which majors are available are: Art History, Biology, Chemistry, Classical Civilization, Classics, Communication Studies, Computer Science, Economics, English, Geology, Geophysics, Germanic Studies, Greek, History, Latin, Linguistics, Mathematics, Philosophy, Physics, Political Science, Psychology, Romance Languages and Literatures, Russian, Slavic Studies, Sociology, Studio Art, Theatre Arts, and Theology. An Independent Major, involving courses from several departments, is also available under certain conditions for students whose needs cannot be satisfied by the offerings of a single department. In addition, students with a special interest in certain interdisciplinary fields may complete a minor in these areas.

Because of the great diversity of course offerings in the College of Arts and Sciences, it is important that each student exercise care, both in the selection of a major and in the selection of courses in the major, courses in the Core curriculum, and other elective courses. It is also advisable that students, particularly those with even a tentative interest in major fields (e.g. languages, sciences, mathematics or art) which are structured and involve sequences of courses, begin selection of their major and related courses at an early date. Students considering a career in medicine or dentistry should begin in the freshman year to fulfill the requirements for admission to professional schools in these areas.

It is not necessary, or even desirable, that a degree from the College of Arts and Sciences, by itself, provide all the training needed to perform a specific job. However, it should provide preparation for graduate study in the major field or a related field. It should also furnish sufficient breadth of information and exposure to methods of inquiry so that, either alone or with additional training provided by professional schools, the student might effectively prepare for any one of a wide va-

riety of careers, perhaps one not foreseen while the student is in college.

### Academic and Career Planning

Simply stated, planning a course of study is difficult but necessary. In a college as diverse as Arts and Sciences, the choices of courses and areas of concentration are so numerous that a student should avoid a simple or haphazard arrangement of program. To ensure a coherent, well-developed program students should consult at least once a semester with their faculty advisor. They should also broadly consult with other faculty, students, the Deans, the Pre-Medical and Pre-Law advisors, the Counseling Office, and the Career Center and potential employers and professionals outside the University to ensure that all academic options have been considered and that plans are properly laid for meeting post-graduate objectives.

### Academic Regulations

These Academic Regulations are effective from September of the academic year printed on the cover and binding of this Bulletin, except where a different date is explicitly set in a particular Regulation. If, after a student has withdrawn from Boston College, there have been changes in the Academic Regulations, and if the student is subsequently readmitted to the College, the Regulations in effect at the time of return apply.

Each student is expected to know the Academic Regulations presented below.

#### Requirements for the Degree

1.1 The requirement for the Bachelor's Degree is the completion, with satisfactory cumulative average (at least 1.667), of at least 38 one-semester courses (each carrying a minimum of three semester-hour credits), normally distributed over eight semesters of four academic years.

1.2 Within the 38 courses, the following 14, comprising the Core curriculum, are required for all students graduating prior to May 1987:

- 2 courses in English
- 2 courses in History (European History)
- 2 courses in Philosophy
- 2 courses in Theology
- 2 courses in Natural Science or Mathematics
- 2 courses in Social Sciences (Economics, Political Science, Psychology, or Sociology)
- 2 courses in any one of the following cluster areas:

- a) Foreign Languages or Culture
- b) Fine Arts, Music or Speech Communication
- c) Natural Science or Mathematics

Beginning with the Class of May 1987 the following 14 courses comprise the Core curriculum and are required for all students:

- 2 courses in English
- 2 courses in History (European History)
- 2 courses in Philosophy
- 2 courses in Theology
- 2 courses in Natural Science
- 2 courses in Social Science (Economics,

Political Science, Psychology, or Sociology)

and either:

2 courses in Mathematics

or

1 course each in Fine Arts and in Speech Communication & Theatre

Identification of the courses which will satisfy the Core in each department can be determined by contacting the department and by reference to each semester's *Schedule of Courses*.

1.3 Beginning with the Class of May 1987, all students in the College of Arts and Sciences must before graduation, demonstrate proficiency at the intermediate level in a modern foreign language or in a classical language. Proficiency may be demonstrated by a standardized exam, an exam administered by a language department, or by completion of two semesters of course work at the intermediate level. The determination of proficiency will be made by the relevant language departments.

1.4 Each major within the College of Arts and Sciences requires at least 10 courses. No more than 12 courses for the major may be required from any one department. Two of these may be taken at the introductory level, at the discretion of the department. For the remainder of the courses, each department may designate specific courses or distribution requirements either within or outside the department to assure the desired coherence and structure of the major program.

1.5 Courses outside the Core and major field should be selected with an eye toward integration and balance. It is possible for a student to major in two fields, but for each major all requirements must be satisfied, and no course may count towards more than one major.

1.6 Program Distribution: Of the 38 one-semester, three-credit courses required for graduation, Arts and Sciences students must complete at least 32 courses in departments of the College of Arts and Sciences. The remaining courses may be chosen from the offerings of the Boston College professional schools. Courses taken outside of Boston College under approved special study programs may also fulfill this requirement; when admitted to Boston College, transfer students may have accepted towards an Arts and Sciences degree courses analogous to Arts and Sciences offerings.

#### Normal Program, Overloads, Acceleration

2.1 Freshmen, sophomores, and juniors are normally required to carry five courses per semester; seniors, four courses per semester. Students who fail to complete the normal semester course load by failure, or withdrawal from a course, or by underloading, incur a course deficiency(cies). Non-seniors who wish to take only four courses in a semester may do so, but should consult with one of the Deans; students who underload should plan to remove the course deficiency so incurred as soon as possible (see 6.1 and 6.2). Full-time status for a student in any class requires enrollment in at least four courses in each semester.



2.2 Tuition shall apply per semester as published even if a minimum full-time load or less is carried.

2.3 All students wishing to enroll in a sixth course during a semester must receive a Dean's approval before confirmation of registration. Approval will be given to the request of students who have earned in a full course load at least a 3.0 overall average or a 3.0 average in the semester immediately prior to the one for which the overload is sought. Students whose averages so defined are between 2.0 and 3.0 may, under exceptional circumstances, be allowed by a Dean to enroll in a sixth course. Overload courses must be taken initially as audits and at the student's request are changed to credit at the time specified in the *CoRSS Bulletin* and posted outside the Deans' Office. Students are not permitted to take a sixth course in their first semester at Boston College.

All students taking a sixth 3-credit course for acceleration or for making up a deficiency will be charged at the prevailing credit-hour rate.

2.4 The only courses which a student, after admission to Boston College, may apply towards an Arts and Sciences degree (whether for Core, major, or total course requirements) will be those taken at Boston College in a regular course of study during the academic year. The Deans of the College of Arts and Sciences are authorized to grant exceptions to the provisions of this regulation for the following situations:

- official cross-registration programs;
- the Junior Year Abroad Program;
- official college exchange programs;
- special study programs at an academic institution other than Boston College;
- removal of deficiencies incurred by failure, withdrawal from a course, or course underload;
- subject to certain restrictions, courses in the Evening College of Arts and Sciences and Business Administration.

For any of the above exceptions, students must obtain in advance written approval from a Dean of the College of Arts and Sciences.

2.5 After being in residence for at least three semesters, and at least two full semesters prior to the proposed date of graduation, students may apply to the Dean of the College of Arts and Sciences (Gasson 103) to accelerate their degree program by one or two semesters. Students must present a minimum cumulative average of 3.2; they will be considered for approval only for exceptional reasons. In accordance with University policies governing accelerated programs of study, the following will also be applicable:

1. Summer courses intended for acceleration must be taken at Boston College and must be authorized in advance by a Dean.
2. Overload courses taken for acceleration will carry an extra tuition charge.
3. Students transferring into Boston College with first semester sophomore status or above are not eligible to accelerate their program of study.

### Pass/Fail Electives

3.1 Non-Freshmen are eligible, with approval of the department concerned, to enroll in a course on a Pass/Fail basis. This must be done at registration time in the Office of the Deans.

3.2 No more than 6 courses carrying Pass will be accepted towards the A&S degree.

3.3 Courses completed with a Pass evaluation do not fulfill the requirements of either the Core curriculum or major field.

### Fulfillment of Requirements by Equivalencies

4.1 In the following circumstances, departments may rule that specific degree requirements may be met by equivalencies for certain courses:

- a. At any time before the senior year, a student may be exempted from taking courses in a Core area. Such exemptions will be based on equivalency examinations in which the student demonstrates, to the satisfaction of the chairperson of the department concerned, a mastery of the content of such course(s). Exemptions do not carry grade or credit.
- b. Certain departments offer and identify full-year courses whose second semester content builds upon the material covered in first semester. For this reason, a student who fails the first semester of such a course should seriously consider whether it is advisable to continue in the second semester. However, a student may, with the approval of a Dean, be allowed to continue in the course. A second semester grade of C+ or better will entitle the student to credit and a grade of D- for the first semester of the course. This regulation may be applied also to Pass/Fail electives in a two-semester offering provided both semesters are taken Pass/Fail. The grade of Pass, rather than D-, will be awarded for the first semester in such cases. A list of departments and courses where this regulation applies is on file in the Dean's Office.

### Academic Standards

5.1 It is expected that a student will have passed 10 courses by the beginning of the second year, 20 courses by the beginning of the third year and 30 courses by the beginning of the fourth year.

5.2 Students who transfer to Boston College with fewer courses credited than required for the status assigned by the Admissions Office must make up these deficiencies in order to graduate as scheduled.

5.3 In order to remain in the College a student must maintain a cumulative average of at least 1.50 during the first two years, as the minimum standard of scholarship, but must have a minimum cumulative average of 1.667 in order to begin the senior year. In addition, a student must have passed, while at Boston College, at least 8 courses after two semesters, 18 courses after 4 semesters, 28 courses after 6 semesters. Otherwise, the Associate Deans will require the student to withdraw. If a student passes no more than 2 courses in a semester, the Associate Deans will require immediate withdrawal.

5.4 A student whose cumulative average

falls below 2.000 or who incurs two deficiencies is automatically on academic warning and will be so informed by a letter from the Office of the Associate Deans. A student whose cumulative average falls below 1.667 loses academic good standing. A student who incurs three or more deficiencies loses academic good standing and will be required to withdraw from the College. The Office of the Associate Deans shall issue a letter to any student not in academic good standing requiring such a student to obtain appropriate academic advisement, as specified in the letter.

5.5 A student who has been required to withdraw because of three or more deficiencies may immediately apply to the Deans for reinstatement or readmission. To be eligible for return a student must, ordinarily, reduce outstanding deficiencies to one by passing, with grades of at least C-, course(s) which have been approved in advance by a Dean (see 6.1 below). A student who has not received prior approval from a Dean, or who fails to achieve a grade of C- in each of the requisite number of approved courses, will not be allowed to matriculate in the College of Arts and Sciences for at least a semester.

5.6 Only a student who is in academic good standing shall be graduated from the College.

5.7 Appeals on matters of fact involved in required withdrawal, reinstatement or readmission are to be made to the Associate Deans; their decision, after review of such matters, when unanimous, is final. Appeals on matters of fact where the decision of the Associate Deans on review is by split vote and appeals on questions of interpretation of the Regulations involved in required withdrawal, reinstatement or readmission can be carried to the Dean of the College of Arts and Sciences, but no higher.

### Make-Up of Course Deficiencies

6.1 A student who, by failure, withdrawal, or underload, lacks the number of courses required for his/her status must make up the deficiency(ies). This must be done by passing additional course(s) at Boston College in the regular academic year, or with a grade of at least C-, courses in the Boston College Summer Session, Evening College, or at another accredited four-year college. **EVERY MAKE-UP COURSE MUST BE AUTHORIZED IN WRITING BY A DEAN OF THE COLLEGE OF ARTS AND SCIENCES PRIOR TO REGISTRATION IN IT.** A deficiency should be made up as soon as possible after it has been incurred.

6.2 For students graduating before May 1986, no more than three approved three-credit courses or their equivalent from any one summer session will be accepted to make up deficiencies, and no more than a total of four approved three-credit courses or their equivalent will be accepted from two or more sessions in the same summer.

Beginning with the Class of May 1986, no more than three approved three-credit courses or their equivalent from any one summer will be accepted to make up deficiencies. No more than eight approved three-credit make-up courses or their



equivalent will be accepted for degree credit.

## Class Attendance

7.1 In order that students may derive the fullest benefit from the college experience, they are expected to attend class regularly. After an absence a student is responsible for finding out what happened in class, especially for getting information about announced tests, papers, or other assignments. Professors may include, as part of the semester grade, marks for the quality and quantity of the student's participation in class, provided announcement of this factor is made at the beginning of the semester.

7.2 A student who is absent from class on the day of a previously announced test or assignment is not entitled, as a matter of right, to make up what was missed.

7.3 In cases of absence extending beyond a week the student or a family member is expected to communicate with a Dean of the College of Arts and Sciences. Academic arrangements for the student's return to courses should be made with a Dean of the College as soon as the student's health or other circumstances permit.

## Leave of Absence

8.1 A student in good standing who desires to interrupt the normal progress of an academic program and to resume studies at Boston College within a year may petition for a leave of absence. The process begins in the Office of the University Registrar (Lyons 101). A leave of absence will not normally be granted to students who expect to do full-time academic work at other institutions, and will usually last for no more than one year, although petition for extension is possible.

## Academic Integrity

9.1 Any form of cheating, plagiarism or dishonesty is a fundamental violation of that commitment to the pursuit of truth on which the academy is based. Thus, students should be aware of their responsibilities in upholding the spirit of honesty in that pursuit.

As a general proposition, students should be aware that not all their ideas or concepts, data, or words are expected to be entirely original; however, when borrowing from others, the appropriate forms of attribution must be used. Scholarly borrowing is to be encouraged, not censured; to ignore totally the accumulated knowledge of those who have committed themselves to understanding the world would itself be a violation of the premises of the academy. Unacknowledged borrowing, however, cannot be tolerated.

The following are among the forms of dishonesty for which sanctions are appropriate:

1. Use of books, notes, or other materials during an examination, unless expressly permitted.
2. Copying others' work or unauthorized cooperation in doing assignments or during an examination.
3. Use of purchased essays, term papers,

or preparatory research for such papers.

4. Submission of work originally done by someone else.
5. Submission of the same written work in more than one course without prior written approval from the instructor(s) involved.
6. Borrowing from published works, whether material is taken verbatim or with minor alterations, without proper and/or sufficient acknowledgment.
7. Dishonesty in requests for either extensions or papers or makeup examinations.
8. Misrepresentation in statements concerning work submitted.
9. Falsification or fabrication of experimental data or results.

The primary responsibility for maintaining standards of personal integrity and honor in academic activities rests with the individual student. Any student who violates these standards is subject to disciplinary action which may include dismissal.

Faculty members who detect any form of academic dishonesty have a responsibility to take appropriate action and to report any sanctions invoked to their department chairperson. In all cases the instructor shall exercise final responsibility and authority in determining grades.

In consultation, the faculty member and department chairperson may determine that an academic violation merits referral to a Dean. The Dean shall then inform the student of two options available for adjudication: by a Dean or by an Administrative Board. As the student shall request, the case will then be handled by the Dean or by an Administrative Board.

## Administrative Board

10.1 An Administrative Board shall act, when called upon, in matters relating to Academic Integrity.

10.2 An Administrative Board shall be composed of three people from the College, i.e., a Dean, a full-time faculty member, and a student. The faculty member shall be selected by the Dean from a list of six faculty members designated annually for this purpose by the Educational Policy Committee. The student member shall be selected by the Dean from a list of six A&S students designated annually for this purpose by the student members of the Educational Policy Committee.

10.3 A student coming before an Administrative Board shall have the right to exercise two challenges without cause against the student and/or faculty appointees to the Board.

## Procedure of Appeal

11.1 Students with questions of interpretation or petitions for exception from these Regulations, apart from those specified in 5.5 above, may submit them to an Appeals Board appointed by the Educational Policy Committee.

11.2 A student should resolve problems on the manner in which grades have been awarded or on the academic practices of an instructor by direct and immediate contact with the instructor. In the rare case of an unresolved question the student should

first refer the matter in an informal manner to the chairperson or director of the appropriate department or program.

11.3 A formal appeal of a course grade, which ought not be entered lightly by a student nor lightly dismissed by an instructor, may be made normally no later than the sixth week of the following semester. In making a formal appeal a student files a written statement with the department chairperson or program director and thereafter the appeal is handled in accordance with guidelines approved by the Educational Policy Committee of the College. Current guidelines are available at the Office of the Dean.

## Internal Transfers into Arts and Sciences

12.1 Students in the Classes prior to 1989 who wish to transfer into the College of Arts and Sciences must ordinarily have a cumulative average of 2.5 and no deficiencies. After acceptance they must complete at least 3 semesters of full-time study in Arts and Sciences; previous enrollment in A&S courses will not satisfy this requirement.

Beginning in September 1985 and effective with the Class of 1989, students transferring into the College of Arts and Sciences from the Schools of Education, Management, and Nursing will ordinarily be expected to have a cumulative average of at least 3.0 and no deficiencies. The students must complete at least 3 semesters of full-time study in A&S after the transfer; previous enrollment in A&S courses will not satisfy this requirement.

## Grade Change

13.1 In exceptional circumstances, a grade change may be warranted. All such grade changes must be submitted for approval to the Dean's Office no later than 6 weeks after the beginning of the semester following that in which the course was initiated. This rule applies also to those grade changes that result from the completion of course work in cases where an extension was given to a student by a Dean to finish the work after the end of the semester in which the course was initiated.

## Degree with Honors

Latin honors accompanying the degrees of Bachelor of Arts and Bachelor of Science are awarded in three grades: Summa Cum Laude, with Highest Honors, is awarded to the top 4.5% of the graduating class; Magna Cum Laude, with High Honors, is awarded to the next 9.5% and Cum Laude to the next 15%. These percentages are based on the student's 8-semester cumulative average.

## Special Academic Programs

### The Honors Program

Scholastic excellence has traditionally been a hallmark of the educational experience at Boston College. In keeping with this tradition the Honors Program offers a flexible educational experience which provides new and innovative courses to satisfy the educational needs and interests of stu-



dents with unusual talent and a record of superior achievement.

Students who seem to be sufficiently prepared and motivated to attempt a demanding program of study are interviewed and may be invited to participate in the Honors Program.

Students admitted to the Honors Program have added opportunity to devote their collegiate years to an education dedicated to excellence and enrichment through specialized curricula, modes of teaching and educational methods. Some examples:

*The Western Cultural Tradition* This two-year course for Freshmen and Sophomores is designed as a substitute for normally required Core courses in English, Theology and Philosophy. Taught through methods ranging from lecture to seminar, the course attempts to discover and assess the ideas, issues, and values of Western Civilization in their cultural context.

Students in the Honors Program normally participate in a Junior Honors Seminar and a Senior Honors Thesis.

### **Scholar of the College**

The Scholar of the College Program aims at recognizing, encouraging and challenging superior scholarly and creative ability. In senior year the candidates carry one or two upper division electives while engaged in a Scholar's Project (an unusually scholarly or creative piece of work) under the direction of a faculty member. Candidacy in the Scholar of the College Program is extended to juniors with a 3.3 average who have demonstrated exceptional achievement, maturity, scholarly interest or creative skill and have been nominated by the chairperson of the appropriate department and selected by the Dean of the College of Arts and Sciences. Application for candidacy, an outline of the proposed project and nominations must be submitted to the Dean by mid-November of the junior year if the student is a January graduate and mid-April of the junior year if the student is a May graduate. Upon satisfactory completion of the Scholar's Project, the candidate is given the distinction of Scholar of the College at commencement in May.

### **Departmental Honors**

The designation of departmental honors is reserved for above-average students who have demonstrated academic achievement in additional or more difficult courses, or by successfully undertaking an approved research project, as determined by each department.

### **Independent Major**

While under normal circumstances students are advised to follow the formal educational programs offered by the departments, in rare instances, for those students with special interests or needs which cannot be satisfied in a regular major, or double major, the College provides an extra-departmental major called an Independent Major. This major requires a student to plan, with the aid of a faculty advisor, an interdisciplinary program involving at least ten upper division courses,

normally extending over no more than three departments, and selected in accordance with a clearly defined unifying principle. This program should be equal in depth and coherence to a typical departmental major. Such proposed majors should be submitted in writing to the Dean's office before the end of a student's sophomore year.

### **Bachelor of Arts-Master of Social Work Program**

The College of Arts and Sciences and the Graduate School of Social Work offer a joint degree program for a limited number of undergraduate psychology and sociology majors. During the sophomore year interested students take two prerequisites (Statistics and Introduction to Social Welfare) and apply for formal acceptance in the Program. They must meet all standard requirements for admission to the Graduate School of Social Work and complete all its foundation courses by the end of the senior year, at which time they receive the B.A. degree. They then enroll as Second Year M.S.W. candidates for their fifth and final year. Further information may be obtained from the Graduate School of Social Work Admissions Office, McGuinn 135, the Departments of Psychology and Sociology (McGuinn), and the Dean's Office (Gasson 109).

### **Bachelor's-Master's Program in Arts and Sciences**

This is a four-year program offered in conjunction with the Graduate School of Arts and Sciences for students who have at least a 3.3 average and who have demonstrated to an exceptional degree maturity, ability to work independently and knowledge of their chosen field. Under this program a student will, upon satisfying the requirements of both undergraduate and graduate schools, be awarded Bachelor's and Master's degrees. Students interested in applying to this Program must present to the Dean of the College of Arts and Sciences by the end of the sophomore year a formal proposal written in consultation with the department chairperson and a graduate faculty advisor in the intended major area. Admission to the Program is recommended by the Dean to the Graduate School of Arts and Sciences after an appraisal of the applicant by the Dean's committee of advisors. Such recommendation will depend on overall excellence in the student's undergraduate record and exceptional performance in the undergraduate major.

Further details regarding the proposal format and overall Program requirements may be obtained from A&S Department offices or the Office of the Dean.

### **Minor in Secondary Education for Students in Arts and Sciences**

Students majoring in Art, Biology, Chemistry, Physics, English, History, Mathematics, French, Spanish, Speech Communication and Theatre or Theology in the College of Arts and Sciences may apply to minor in Education. This program begins in the junior year and interested students should contact the

Coordinator of Secondary Education or the Associate Dean in the School of Education during the second semester in the sophomore year. Only those students majoring in the disciplines listed above may apply for a minor in Education.

N.B. Students majoring in English have additional requirements. Consult the Secondary Handbook and the advisor for these requirements.

### **Programs in Computer Science**

There are three courses of study in computer science open to qualified students. Arts and Sciences students may either major, minor, or take a concentration in computer science. (Note that acceptance into the major program is by application only.) The major and minor programs are described in the College of Arts and Sciences section of this catalog under "Computer Science"; the Concentration program is described under "Computer Science" in the School of Management section.

### **Pre-Medical/Pre-Dental Program**

This program, which is not an academic major, is headed by the Pre-Medical/Pre-Dental Advisor. Over the years the program has guided the undergraduate preparation of thousands of students and has assisted them in securing admission to scores of medical and dental schools, including the most prestigious.

Medical and dental schools state clearly their preference for the applicant who, in college, has majored and excelled in a field of interest while demonstrating ability and achievement in at least four full-year science courses. Thus, the student planning to study medicine or dentistry may choose for a major field in college any one of the humanities or natural sciences or social sciences. Whatever the major, he or she is expected to acquire a liberal education and is required to have among his or her collegiate courses one year of each of the following with laboratory: General Chemistry, Organic Chemistry, Biology and Physics. In addition, some medical and dental schools suggest or recommend one or several science electives; a large and growing number require a year of Calculus. Medical and dental schools expect good performance in all academic areas. Applicants with slightly lower grades in unusually challenging programs or in advanced courses are at least as acceptable as those with good or excellent grades in less demanding curricula or courses.

Since normally application for medical and dental schools is made at the beginning of senior year and since, therefore, evaluation and decision about admission are based on the student's record for three years, completion of the required sciences and mathematics by the end of junior year is strongly recommended.

Because a large number of students are interested in careers in medicine and dentistry, competition for admission to medical and dental schools has become very intense. The mean grade point average for the 15,000 students admitted to medical school in Sept. 1982 was 3.48 (out of 4.0). For this reason, students in the pre-medical/pre-dental program are urged to exam-



ine critically and realistically their own performance by the middle of the sophomore year. Students who have any doubts about their academic record should consult the Pre-Medical/Pre-Dental Advisor as early as possible. Students are also urged to consider alternate careers while fulfilling the requirements for admission to medical or dental school. By careful choices of major and courses a student may prepare for careers in science, education, and management, as well as health services. Careers will be open in government, industry, teaching and social services for students who have a basic knowledge of mathematics, biology, chemistry and physics along with a knowledge of economics, management, sociology and psychology.

Greycliff French and Spanish Language Houses

Greycliff is a living/learning residence designed to encourage fluency in language speaking. Students living at Greycliff participate in informal programs in the languages. Residents are required to attend a weekly conversation hour for Greycliff students, under the supervision of a faculty member. After completion of two semesters of this program, Greycliff residents will receive 3 course credits. (See listing in Romance Languages course offerings.)

Special Interdisciplinary Programs

In addition to the Areas of Major Study offered by individual departments, a variety of special programs are available. While no one of these is to be assumed a major, it is possible, in some of them, to develop a major or minor program; all of them are designed to provide a coherent grouping of courses drawn from various disciplines and focused around a specific theme. Through such programs, a student can integrate or enrich an academic program, even if it is not a major.

Minors

Students in the College of Arts and Sciences may minor in a number of interdisciplinary programs. This enables them to explore a particular topic or area from several academic points of view. A Minor can add breadth and depth to a student's academic program; it provides a means of choosing electives coherently. Students may presently minor in American Studies, Asian Studies, Black Studies, Film Studies, International Studies, Irish Studies, Medieval Studies, Middle Eastern Studies, and Women's Studies. Further information can be found in the individual program descriptions.

American Studies

American Studies is an interdisciplinary program created by the departments of English, Fine Arts, History, Political Science, and Sociology to expose students to a wide range of approaches to American culture. Students are encouraged, with faculty advisement, to design a minor pro-

gram which can either contribute to their major or provide a separate area of study altogether.

The American Studies minor consists of three levels. Students shall, prior to the end of the fall semester of their junior year, take two semesters of an introductory sequence *outside* their major. The following sequences will be accepted: Major American Writers I & II (En 401-402); American Arts in America (Fa 263) (substitute: Art Since 1945, Fa 356); or the following combined sequence: Social Problems (Sc 049) and either Politics & Government in America (Po 024) or The American National Government (Po 302).

Then, in his or her junior year, each student will take *one* course, designated in the previous year as the American Studies junior seminar. This course will be interdisciplinary in nature. In the event that enrollment in the Minor is high, more than one course may be so designated. In 1985-86, the junior seminar will be American Autobiography (En 492).

Finally, in his or her junior and senior years, each student shall take two or three courses, again outside the major, and in at least two departments, which constitute some area of focus within the study of American culture. Possible headings under which courses could be grouped include: The Culture of Boston; Gender and Society; Immigration and Ethnicity; and American Modernism.

For further information on the American Studies minor, and application forms, see Prof. Christopher Wilson, Carney 455 (x3714).

Asian Studies

The Asian Studies program enables a student to study the language, history and culture of the Far East from a number of disciplinary perspectives. The student may select appropriate courses from the offerings of several departments, may design an Independent Major, or may complete an Asian Studies minor.

The requirements for the latter are as follows:

- 2 courses in Chinese/Japanese language beyond the elementary level
- 1 course in Asian history
- 1 additional course in Asian history or one course in Asian politics or diplomacy.
- 2 approved elective courses from two of the following areas:
  - Art History (Fa)
  - Philosophy (Pl)
  - Theology (Th)
  - Political Science (Po)
  - Literature or a second Asian language (Sl)
- Senior research paper, directed, on an approved topic (XX)

Substitutions for specific requirements of the normal program and the application of cross-registered courses from neighboring institutions require express permission, *in advance*, from the Asian Studies Committee. The Committee will not permit courses already being used for a major to apply also to the Asian Studies minor.

Further information is available from the Director, Professor Michael J. Con-

nolly, Slavic and Eastern Languages Department, Carney 235 (x3911).

Black Studies

Black Studies at Boston College is an interdisciplinary program which offers or cosponsors courses in several disciplines. Through courses in history, literature, sociology, philosophy, theology, and the arts students may pursue a variety of approaches to understanding the black experience. The minor in Black Studies requires six courses, to be distributed over three departments. Students interested in the minor should enroll in Bk 104/5 (Hs 283/4) Afro-American History I, II in their sophomore year. They will choose three electives: of the three, one must be in either literature or sociology and one must be concerned with Africa or with the Caribbean. The minor culminates in an interdisciplinary seminar or senior project. Students interested in the minor should see either Professor Amanda Houston, Lyons 301 (x3238) or Professor Andrew Buni, Hovey House (x8452).

Black Studies at Boston College has also developed a unique and significant specialization in local black history. A course in Boston's black history is offered regularly and the program sponsors an annual conference, "Blacks in Boston."

For further information, consult Amanda Houston, Director, Black Studies.

Bk 104-105 (Hs 283-284) Afro-American History I, II (F: 3-S: 3) Maceo Dailey

Bk 106 (En 418) Introduction to Afro-American Literature (F: 3) Fahamisha P. Brown

Bk 108 (Th 098) Black Theology in America (F: 3) Charles Stith

Bk 115 (Th 102) Contemporary Black Theology (S: 3) Charles Stith

Bk 116 (Sc 116) African Society and Literature (S: 3) Eve Spangler

Bk 120 (Th 107) Religion in Africa (F: 3) Aloysius Lugira

Bk 121 (Th 108) Christianity in Africa (S: 3) Aloysius Lugira

Bk 151 (Sc 041) Race Relations (F: 3-S: 3) Seymour Leventman

Bk 216 (En 474) Black Women Writers (S: 3) Fahamisha P. Brown

Bk 232 (Hs 175) Black Culture and Consciousness (S: 3) Maceo Dailey

Bk 234 (Sa 234) Blacks in the Electronic Media (F: 3) Fahamisha P. Brown

Bk 242 (Sc 242) Black Women and Feminism (F: 3) Amanda Houston

Bk 250 (Hs 200) Life and Times of Martin Luther King, Jr. (F: 3) Andrew Buni

Bk 251 (Pl 289) Contemporary Black Thought (F: 3) J. Wayne Dudley

Bk 266 (Mu 056) Rhythm and Blues in America (F: 3) Hubert Walters

Bk 268 (Pl 268) History and Development of Racism (F: 3-S: 3) Horace Seldon

Bk 270 (Hs 226) The Black and the Green: the Boston Experience (S: 3) Amanda Houston/Kevin O'Neill

Bk 278 (Sc 278) American Labor and the Black Worker (F: 3) Amanda Houston



- Bk 281 (Sc 279) American Labor and Civil Rights Issues (S: 3)** *Amanda Houston*
- Bk 283 (Hs 286) Blacks in Boston (S: 3)** *The Department*
- Bk 285 (Mu 057) Jazz in America (S: 3)** *Hubert Walters*
- Bk 286 (Mu 058) Voices of Imani (F: 3–S: 3)** *Hubert Walters*
- Bk 288 (Hs 276) East and Central Africa (S: 3)** *David Northrup*
- Bk 294 (Hs 280) Blacks in American Sports: Only the Ball Was White (S: 3)** *Andrew Buni*
- Bk 314 (Hs 298) West Africa (F: 3)** *David Northrup*
- Bk 325 (Nu 301) Culture and Health Care (S: 3)** *Rachel Spector*
- Bk 409 (En 409) Afro-American Fiction: the Major Texts (S: 3)** *Henry Blackwell*
- Bk 491 (Sc 491) Modernization and Development (S: 3)** *Paul Gray*
- Bk 493 (Sw 801) Dynamics of Social Process: Racism (F: 3–S: 3)** *The Department*

## Film Studies

The Film Studies Program has arisen out of a need and desire to assist students in developing critical and technical skills in the area of film. Video, photography, and television also play a supportive role in the development of these skills.

As a part of the Film Studies Program a student can pursue any of the electives dealing with the above aspects of communications. The recently initiated Film Minor, a joint undertaking of the Fine Arts Department and Speech Communication and Theatre Department, is comprised of six courses: three required (Basic Film-making, History of European Film, and Mass Media in the Twentieth Century) and three electives from the areas of animation, production, film criticism and history, communications, and photography. These courses can be taken over a four-year period in any order convenient to the student's schedule.

Students interested in the Film Studies Program or Film Minor can contact Prof. John Michalczyk in Gasson 112 (Honors Program Library), x4573.

## International Studies

Undergraduates can select an academic minor in International Studies—an interdisciplinary field combining work in several departments and professional schools, which includes cultural, political, and economic relations among nations, international organizations, multinational institutions, private international institutions, and broader social or intellectual movements. Its purpose is to help students carefully design their own program around a central theme focusing on an international issue or problem, a theoretical question, or geographic region. The program is open to all Boston College undergraduates.

Entering students must have completed the history Core in modern European history or a course in another discipline giving an analogous introduction to

international studies. They must submit to Professor Deese for approval a two or three page typed explanation of the logic of their choice of courses, indicating the geographical, issue-oriented, or theoretical focus of the program of study. They must take six courses (on the approved list) from at least three different departments or schools, including at least: 1) two theoretical, comparative, or thematic courses (page one of the course list), and 2) two regional or area studies courses, with at least one focused on third world nations (starting on page two of the course list), and 3) the completion of a substantial senior paper on an approved topic prepared in a readings and research course or a seminar. A course may not fulfill a requirement both in a student's major and in this minor. During your final semester of coursework you must notify Professor Deese, who will arrange to have the minor noted on your transcript.

For enrollment contact: Professor David Deese, Political Science Department, McGuinn 217 (x4585). For information and assistance you may also consult: Professors Patrick Byrne, Philosophy Department, Carney 268 (x3865), André Danière, Economics Department, McGuinn 523 (x3695), Paul Gray, Sociology Department, McGuinn 507 (x4140), David Northrup, History Department, Carney 160 (x3792), and Dean Marie McHugh, Gasson 104 (x3275).

## Irish Studies

Irish Studies offers an interdisciplinary approach to the culture and society of Ireland. Individual courses cover the areas of social, political, and economic history, literature, drama and theatre, medieval art, sociology, and the Irish language. In addition, there are several courses that are jointly taught by faculty from various disciplines. These include: a three-semester sequence of courses integrating the history and literature of Ireland from the eighteenth to the twentieth centuries; a study tour in Ireland, a one-semester course culminating in three weeks of field study in Ireland.

Irish Studies offers a junior year Irish Studies Program at University College, Cork, which provides intensive exposure in areas of Irish ethnography, folklore, and anthropology. Interested students should apply to the Junior Year Abroad Office or see Professors Adele Dalsimer and Kevin O'Neill of the English and History Departments.

The Abbey Theatre Program, a six-week Summer Workshop, consists of an intensive five weeks of classes, lectures, and demonstrations by members of the Abbey Theatre Company in acting, directing, production, and management, culminating in the staging of an Irish play. There will also be lectures in the history of Irish theatre. A week of travel, at will, in Ireland will be provided at the end of the workshop.

Interested students should apply to Professor Kristin Morrison, English Department, before March 1.

Students interested in the Irish Studies Program should contact Professor Adele Dalsimer of the English Department, Car-

ney 439, x3723 or Professor Kevin O'Neill of the History Department, Carney 162, x3793.

## Medieval Studies

This interdisciplinary program is designed to give undergraduates a cross-disciplinary view of the medieval period while they pursue the study of a traditional discipline through their major. Students may either take a number of related courses or complete a formal minor.

The normal course of study for this minor, six one-semester courses, requires:

**Hs 165–166 Medieval European History I, II (F: 3–S: 3)** *William Daly*

and any *four* semesters of the following courses, of which *two* must belong to the same course sequence:

**Fa 221–222 Art of the Medieval World I, II (F: 3–S: 3)** *Pamela Berger*

**Pl 340–341 Philosophy in the Middle Ages I, II (F: 3–S: 3)** *Norman Wells*

**Th 129–130 Christianity: The Medieval Experience I, II (F: 3–S: 3)** *Patricia DeLeeuw*

Two courses in a language or literature of the Middle Ages.

Substitutions for the normal program, require the express permission of the Medieval Studies Committee.

Additional elective courses in Medieval Studies which supplement the minor include:

**En 210 Survey of English Literature I (F: 3)** *John Fitzgerald/Elizabeth White, R.S.C.J.*

**En 221 Literary History I (F, S: 3)** *Robert Reiter  
Raymond Biggar*

**En 316 Chaucer (F: 3)** *Raymond Biggar*

**En 319 Dante and the Middle Ages (F: 3)** *Elizabeth White, R.S.C.J.*

**En 321 The Viking Age of Britain (S: 3)** *Richard Schrader*

**En 609 Medieval Survey (S: 3)** *Raymond Biggar*

**Fa 225 Medieval Irish Art (S: 3)** *Pamela Berger*

**Gm 239 German Literature of the High Middle Ages (S: 3)** *Michael Resler*

**Hs 337 Late Roman Empire (F: 3)** *John Rosser*

**Hs 351–352 Medieval England (F: 3–S: 3)** *William Daly*

**Rl 411–412 French Literature of the Middle Ages (F: 3–S: 3)** *Matilda Bruckner*

**Rl 502 Dante (F: 3)** *Maria Simonelli*

**Th 446 Dante and Christianity (S: 3)** *Ernest Fortin*

**Th 459 Reformation in the Middle Ages (S: 3)** *Patricia DeLeeuw*

Detailed descriptions of these courses may be found under the appropriate departmental listings.

Students who wish to obtain further information or to register for this program should contact the Director: Professor Patricia DeLeeuw, Theology Department, Carney 402, x3894.



Middle Eastern Studies

This program emphasizes the interdisciplinary study of the Middle East from the rise of Islam in the seventh century to the present. Through a sequence of courses it offers preparation in Middle Eastern Studies useful for careers such as journalism, diplomacy, business, and social service as well as graduate programs of academic and professional training. Courses cover the social, economic, political, cultural, and religious heritage as well as contemporary developments in their regional and world settings. Students who wish to formalize their study of the Middle East may complete a six-course minor. Students wishing to apply for the minor must be interviewed by the Director, after which they must file a declaration of intent. Requirements for the minor:

- 1 introductory course—History 207/Theology 152 Islamic Civilization in the Middle East
- Working proficiency in a Middle Eastern language (preferably in Arabic, but other languages may be considered).
- 1 course in History or Political Science concerning the Middle East.
- 2 approved elective courses from the following areas:
  - Art History
  - Theology
  - Economics
  - History
  - Literature or a Second Language
  - Political Science
  - Sociology
- Senior research paper, directed on an approved topic

Substitutions for specific program requirements and the application of cross-registered courses from neighboring institutions require express permission in advance from the Middle Eastern Studies Committee. Courses already being used for a major may not apply also to the Middle Eastern Studies minor.

Some of the courses available in this program for 1985–86 are:

- Hs 207 Islamic Civilization in the Middle East (F: 3)**  
*The Department*
- Hs 208 The Middle East in the Twentieth Century (S: 3)**  
*The Department*
- Hs 285 Lebanon in Conflict (S: 3)**  
*Raymond Helmick, S.J.*

The Committee maintains a further listing of Middle Eastern Studies courses, which is available upon request. Detailed descriptions of these courses are found under the appropriate departmental listings.

For further information, consult the Director, Prof. Benjamin Braude, History Department, Carney 146 (x3787).

Women's Studies

The Women's Studies Program coordinates courses which explore the impact of sex and gender on the institutions that shape public and private life. It especially seeks to understand the lives of that most invisible of "minority" groups: women, both historically and in the present. The Women's Studies Program offers an interdisciplinary minor, a combination of

six courses from at least three different departments, which includes as required courses: Introduction to Feminism (Ps 125, En 125/Sc 225) and Advanced Topics in Women's Studies (En 593).

An unusual offering is Introduction to Feminism, a student-taught course under faculty direction in which small groups of students read and discuss material from several disciplines, write journals, attend faculty guest lectures, and do both oral and written presentations, often working in teams.

The other courses making up the minor cut across many departments including history, literature, philosophy, psychology, sociology, theology as well as other fields.

Detailed descriptions of courses listed below may be found under appropriate departmental listings.

- En 593 Advanced Topics in Women's Studies (S: 3)**  
*Judith Wilt*
- En 368 19th Century Women Writers (F: 3)**  
*Frances Restuccia*
- En 474 (Bk 241) Black Women Writers (S: 3)**  
*Fahamisha P. Brown*
- En 475 American Women Poets (S: 3)**  
*Carol Hurd Green*
- Bk 241 Black Women and Feminism (F: 3)**  
*Amanda Houston*
- Hs 226 (Bk 270) Black and Green: The Boston Experience (S: 3)**  
*Amanda Houston/Kevin O'Neill*
- Hs 543 Social Movements in the U.S. (F: 3)**  
*Judith Smith*
- Hs 172 Women of Ancient Rome (S: 3)**  
*Sandra Joshel*
- Hs 241 Historical Construction of Gender (F: 3)**  
*Judith Smith*
- Hs 250 Women's Experience in America (S: 3)**  
*Janet James*
- Hs 267 Society and Health Care (F: 3)**  
*Janet James*
- Hs 976 (grad) Women's History in America (S: 3)**  
*Janet James*
- Pl 246 20th Century Women Philosophers (F: 3–S: 3)**  
*Joan Jungblath*
- Pl 278 Philosophy of Woman (F: 3–S: 3)**  
*Katherine Johnson*
- Ps 125 (En 125) (Sc 125) Introduction to Feminism (F: 3–S: 3)**  
*Marianne LaFrance*
- Ps 292 Seminar in College Teaching (F: 3–S: 3)**  
*Marianne LaFrance*
- Sc 083 Alienation in American Society (F: 3)**  
*Sharlene Hesse-Biber*
- Sc 526 Legal and Illegal Violence Against Women (S: 3)**  
*Lynda Holmstrom*
- Sc 163 Women at Work (S: 3)**  
*Sharlene Hesse-Biber*
- Sc 515 Women Capitalists and Third World Economy (S: 3)**  
*Sharlene Hesse-Biber*
- Sc 529 Family, Singlehood and Gender (F: 3)**  
*Lynda Holmstrom*
- Th 062 Introduction to the Christian Theology of Feminism (F: 3–S: 3)**  
*Kathleen Sands*
- Th 251 Feminist Ethics (S: 3)**  
*Mary Daly*
- Th 558 Feminist Critique of Selected Philosophical and Theological Texts (S: 3)**  
*Mary Daly*
- Th 566 Mythic Patterns of Patriarchy (S: 3)**  
*Mary Daly*

For further information, contact the Di-

rector of Women's Studies, Professor Marianne LaFrance, Psychology Department, McGuinn 525 (x3787).

Other Special Programs

Center for East Europe, Russia and Asia (CEERA)

The Center's programs encourage faculty and students to participate in interdepartmental endeavors on both the graduate and undergraduate levels. Participating faculty come from the Departments of Economics, Education, Fine Arts, History, Philosophy, Political Science, Sociology, Slavic & Eastern Languages, and Theology, and offer over eighty academic courses connected with the study of the culture, history and political life of East Europe, Russia and Asia. Many of these same professors also take part in two biennial interdepartmental courses sponsored by CEERA.

In addition to teaching activities, members of the Center are involved in publication of the specialized quarterly *Studies in Soviet Thought* and of the monograph series *Sovietica*, which now contains some forty-two volumes. Interested students with some knowledge of Russian or other relevant languages are encouraged to participate in these projects. CEERA also sponsors talks and symposia on topics of interest.

Undergraduate students may also earn a certificate of proficiency from the Center. Certificate requirements and other information on the operation of the Center are available from:

- Prof. Thomas J. Blakeley (Philosophy), Director, Carney 201A;
- Prof. Peter S.H. Tang (Political Science), Associate Director, McGuinn 229

Information on undergraduate majors with related area concentrations should be obtained directly from the academic departments: A.B., M.A., Ph.D. in History or Philosophy; A.B., M.A. in Russian or in Slavic Studies (Slavic & Eastern Languages).

Environmental Studies

The Environmental Studies Program, under the direction of Professor George Goldsmith, assists students in the design of interdisciplinary projects and programs dealing with environmental matters. Through it, students have access to environmental facilities and resources at fourteen area institutions.

Students in the Environmental Studies Program must major in a specific discipline. They may, however, develop a related concentration in environmental studies by choosing relevant courses from the offerings of various departments on the BC campus and, in some instances, on the campuses of those institutions which have consortial arrangements with Boston College. Credit can also be obtained for independent study and internships with various environmental groups, both government and private.

The Environmental Program sponsors, from time to time, special programs aimed



at increasing environmental awareness. Those interested in pursuing studies in this area should contact the Environmental Center, Prof. George Goldsmith, Higgins 453, x3592.

## The Immersion Program in French

An interdisciplinary program administered by the Department of Romance Languages and Literatures.

Qualified students may take one to five Core or elective courses in French. They may select four courses in French from History, Philosophy, Political Science, Sociology or Theology. The Romance Languages Department coordinating course RI 341–342 will provide the student's fifth course. All potential candidates must be interviewed by selected faculty. Prerequisite: At least the equivalent of intermediate college French. For further information contact Katharine Hastings, Bourneuf House, x3262. Among the courses included in the Program are:

**RI 341–342 Immersion Program Coordinating Course** (F, S: 3)

**Th 080 God and Revelation** (F: 3)  
*Patrick Ryan, S.J.*

**PI 513–514 Contemporary French Philosophy** (F, S: 3)  
*Richard Cobb-Stevens*

**Hs 087–088 Europe from 1500 to the Present I** (F, S: 3) *Radu Florescu*

**Sc 441 Comparative Health Systems: France, West Germany and the United States** (F, S: 3) *Jeanne Guillemin*

**Po 323 American Democracy** (S: 3)  
*Robert Scigliano*

## The Immersion Program in Spanish

An interdisciplinary program administered by the Department of Romance Languages and Literatures.

For further information contact Katharine Hastings, Bourneuf House, x3262. Among the courses included in the Program are:

**RI 343–344 Immersion Program Coordinating Course** (F: 3–S: 3)  
*The Department*

**Hs 369 History and Literature of the Spanish Golden Age** (S: 3)  
*Joseph T. Criscenti*

**Mf 021 Basic Corporate Finance** (F: 3)  
*Ruben Trevino*

**Un 400 Comparative Social Policies**  
*Frederick Ahern*

## Senior Awards and Honors

*Scholar of the College:* For unusual scholarly and/or creative talent as demonstrated in coursework and the Scholar's Project. Candidates for Scholar of the College are nominated by the department chairperson and selected by the Dean in their Junior year.

*Order of the Cross and Crown:* For Senior men and women who, while achieving an average of at least 3.5, have established records of unusual service and leadership on the campus.

*Bapst Philosophy Medal:* For overall out-

standing performance in philosophy courses.

*Andr s Bello Award:* For excellence in Spanish.

*George F. Bemis Award:* For distinguished service to others.

*Albert A. Bennett Award:* To a member of the Senior Class who has demonstrated a high level of mathematical achievement and has shown interest in and desire for a career in teaching.

*Wendy Berson Award:* For excellence in Romance Languages.

*Alice Bourneuf Award:* For excellence in Economics.

*Francis A. Brick Award:* For outstanding character, loyalty, leadership, and scholarship during four years at Boston College.

*Brendan Connolly Award:* For outstanding love of books and learning.

*Cardinal Cushing Award:* For the best creative literary composition published in a Boston College undergraduate periodical.

*Patrick Durcan Award:* For overall outstanding performance in history courses.

*Mary A. and Katherine G. Finneran Commencement Award:* For outstanding success in studies while also devoting time and talents to other activities for the enrichment of the college and student life.

*Thomas I. Gasson, S.J. Award:* To the graduating senior with the highest cumulative grade point average.

*General Excellence Medal:* For general excellence in all branches of studies during the entire four years at Boston College.

*Princess Grace Award.* For excellence in French.

*William A. Kean Memorial Award:* To that member of the graduating class deemed the outstanding English major.

*William J. Kenealy Award:* To a graduating Senior who has been distinguished in academic work and social concern.

*Mark J. Kennedy Medical Scholarship:* A medical scholarship given to a student who has been accepted to a medical school and who has been outstanding in character, leadership and scholarship.

*Allison R. Macomber, Jr. Award in the Fine Arts:* For outstanding work in the Fine Arts.

*John A. McCarthy, S.J. Award:* Annual cash prize awarded each spring for the outstanding project under the Scholar of the College Program.

*Albert McGuinn Award:* For excellence in a science or mathematics major combined with achievement—either academic, extra-curricular, or a combination of both—in the social sciences or humanities.

*Henry J. McMahon Award:* Annual cash prize awarded to the graduating senior of the College of Arts and Sciences who has been accepted at a law school and has been distinguished by scholarship, loyalty, and service to the College.

*John F. Norton Award:* To the student who best personifies the tradition of humanistic scholarship.

*Cardinal O'Connell Theology Medal:* For overall outstanding performance in theology courses.

*Harry W. Smith Award:* To a Senior who has used personal talents to an exceptional degree in the service of others.

*Joseph Stanton Award:* To a student who has been accepted to a medical school and who has been outstanding in character,

loyalty, leadership, and scholarship at Boston College.

*Tully Theology Award:* For the best paper on a theological subject.

*Max Wainer Award:* To the senior who is deemed the outstanding student in classics.

Nominations for these awards may be submitted to the Office of the Dean.

## Areas of Major Study

The philosophy and objectives of each major are presented below, along with specific course requirements. These requirements include the number of courses, as well as specific courses or distribution requirements necessary for the major. They may also include requirements for achieving departmental honors. Students are subject to the major requirements as published for the year in which they entered Boston College.

In a liberal arts college, the major is not only a path to some future profession, but is itself, together with Core courses, and electives taken in other areas, a liberal arts experience. A *major* is a systematic concentration of courses taken in a given academic discipline which enables a student to acquire a somewhat more specialized knowledge of the methodologies used in the discipline, their origins, their possibilities and limitations, and the current state of the art. This is done by means of a hierarchical sequence of courses or by appropriate distribution requirements. Attention is to be given to the history of the discipline, its various methodologies and research tools, and to its various sub-fields, and the areas of concern in which the discipline is presently involved.

The term *course* in the descriptions below refers to a course of at least 3 semester-hour credits.

## Biology

### Faculty

**Professor Maurice Liss**, A.B., Harvard University; Ph.D., Tufts University School of Medicine

**Professor Jolane Solomon**, A.B., Hunter College; A.M., Ph.D., Radcliffe College

**Professor William D. Sullivan, S.J.**, A.B., A.M., Boston College; M.S., Fordham University; Ph.D., Catholic University of America

**Professor Yu-Chen Ting**, A.B., National Honan University; M.S., University of Kentucky; M.S.A., Cornell University; Ph.D., Louisiana State University

**Associate Professor Maria L. Bade**, B.S., M.S., University of Nebraska; Ph.D., Yale University Medical School

**Associate Professor Walter J. Fimian Jr.**, A.B., University of Vermont; M.S., Ph.D., University of Notre Dame

**Associate Professor James J. Gilroy**, B.S., University of Scranton; M.S., Catholic University; Ph.D., University of Maryland

**Associate Professor Jonathan J. Goldthwaite**, B.S., University of Massachusetts,



Amherst; Ph.D., University of California, Berkeley

**Associate Professor Joseph A. Orlando**, B.S., Merrimack College; M.S., North Carolina State College; Ph.D., University of California, Berkeley

**Associate Professor William H. Petri**, A.B., Ph.D., University of California, Berkeley

**Associate Professor Donald J. Plocke**, S.J., B.S., Yale University; A.M., Boston College; Ph.D., Massachusetts Institute of Technology

**Associate Professor R. Douglas Powers**, Chairman of the Department  
A.B., SUNY; Ph.D., Syracuse University

**Associate Professor Allyn H. Rule**, B.S., Central Connecticut College; A.M., Ph.D., Boston University

**Associate Professor Chester S. Stachow**, B.S., M.S., Ph.D., University of Manitoba

**Assistant Professor Anthony T. Annunziato**, B.S., Boston College; M.S., Ph.D., University of Massachusetts, Amherst

**Assistant Professor Joseph S. Levine**, A.B., Tufts University; A.M., Boston University Marine Program; A.M., Ph.D., Harvard University

## Program Description

The goal to be attained by the student is knowledge and understanding of the fundamentals of biological science. The biology program provides a foundation for advanced study in various basic and applied areas of biology. These include the health-related professions as well as a diversity of other careers. Formal course offerings, laboratory work, and individual research projects under the guidance of a faculty advisor offer the student opportunity for individual initiative and creativity.

Requirements: One year each of general chemistry (Ch 109–110), organic chemistry, (Ch 231–232), and physics (Ph 211–212), each with the accompanying laboratory course, and one year of calculus. (Mt 100–101). Within the Department, the following courses are required: Introductory Biology and Laboratory (Bi 200–202, Bi 201–203), Genetics and Laboratory (Bi 300–301) and Bacteriology and Laboratory (Bi 310–311). These courses are to be completed within the first two years. Five additional upper division elective courses in biology, exclusive of Undergraduate Research and Tutorial, complete the minimal requirements. Students are generally advised to take additional courses in biology and related areas. Those planning to pursue graduate studies in basic science are especially encouraged to take courses such as biological chemistry, physical chemistry and analytical chemistry. Biological Chemistry (Bi 435) and Molecular Biology (Bi 440) comprise a full year course in biochemistry.

## Biochemistry Major

An interdisciplinary major in Biochemistry has been established jointly by the Chemistry and Biology Departments. This major is intended for those interested in the more chemical aspects of the life sciences.

## Minimum Requirements for Biochemistry Major:

Two semesters of General Chemistry and Laboratory

Ch 109–110 (or 123–124) lecture  
Ch 111–112 (or 125–126) laboratory

Two semesters of Organic Chemistry and Laboratory

Ch 231–232 (or 235–236) lecture  
Ch 233–234 (or 237–238) laboratory

Two semesters of Introductory Biology and Laboratory

Bi 200–202 lecture  
Bi 201–203 laboratory

One semester of Molecular Genetics and Laboratory

Bi 302 lecture  
Bi 303 laboratory

One semester of Physical Chemistry

Ch 473 lecture

Two semesters of Biochemistry/Molecular Biology

Ch 561–Ch 562 Biochemistry I & II  
Lecture  
or  
Bi 435 & Bi 440 Biological  
Chemistry, Molecular Biology  
Lecture

One semester of Biochemistry Laboratory

Bi 480 or Ch 569 laboratory

Two advanced electives from the following group

Ch 568 Biochemistry III  
Bi 574 Protein Biochemistry  
Bi 570 Nucleic Acid Biochemistry  
Bi 578 Carbohydrate Chemistry  
Ch 556 Bioinorganic Chemistry  
Ch 535 Physical Organic Chemistry  
Ch 351 Analytical Chemistry

Two advanced electives from the following group

Bi 310 Bacteriology  
Bi 406 Cell Biology  
Bi 482 Seminar in Biochemistry  
Bi 515 Biophysical Chemistry  
Bi 556 Developmental Biology  
Bi 463 Research in Biochemistry  
Bi 593–594 Introduction to  
Biochemical Research

In addition to the above the following courses are also required

Two semesters of Physics with Laboratory

Ph 211–212 lecture and laboratory

Two semesters of Calculus

Mt 100–101 lecture

## Course Offerings

An asterisk after a course title indicates that a course carries a laboratory fee. Courses numbered 500–599 are for undergraduate and graduate registration.

**Bi 100 Survey of Biology I (F: 3)**

A survey of Biology without laboratory, designed for students who have had no previous courses in biology. The course mainly discusses man with emphasis on the following areas: cellular structure, function, chemistry, and the anatomy and physiology of the major organ systems of

the body and how they are influenced by internal and external factors. Three lectures per week.

*The Department*

**Bi 102 Survey of Biology II (S: 3)**

A continuation of Bi 100. The topics discussed are: development, classical and molecular genetics, evolution, ecology, and behavior.

*The Department*

**Bi 110 General Biology I (F: 3)**

A course designed to bring to the attention of students the relevance of biology to everyday life and to illustrate application of the scientific method to problems of biology. Living organisms are considered with respect to their function in isolation (topics discussed include diversity, physiology, metabolism, genetics, and development), and their function in association (topics discussed include behavior, population dynamics, ecology, evolution). Three lectures per week.

*James J. Gilroy  
Jolane Solomon*

**Bi 111 General Biology Laboratory I\* (F: 1)**

Required of students taking Bi 110. One two-hour laboratory period per week.

*James J. Gilroy  
Jolane Solomon*

**Bi 112 General Biology II (S: 3)**

A continuation of Biology 110.

*Maria Bade  
Donald J. Plocke, S.J.*

**Bi 113 General Biology Laboratory II\* (S: 1)**

Required of all students taking Bi 112. One two-hour laboratory period per week.

*Maria Bade  
Donald J. Plocke, S.J.*

**Bi 130 Anatomy and Physiology I (F: 3)**

An intensive introductory course designed to bring out the correlations between the structure and functions of the various body systems. Each system discussed is treated from microscopic to macroscopic levels of organization. The course is intended for students preparing for a career in nursing. A limited number of other students may be admitted only with permission of the instructor.

*The Department*

**Bi 131 Anatomy and Physiology Laboratory I\* (F: 1)**

Laboratory exercises intended to familiarize the students with the various structures and principles discussed in Bi 130 through the use of anatomical models, physiological experiments and limited dissection. One two-hour laboratory period per week. Required of students taking Bi 130.

*R. Douglas Powers*

**Bi 132 Anatomy and Physiology II (S: 3)**  
A continuation of Bi 130.

*The Department*

**Bi 133 Anatomy and Physiology Laboratory II\* (S: 1)**

A continuation of Bi 131. Required of students taking Bi 132.

*R. Douglas Powers*



**Bi 200 Introductory Biology I (F: 3)**  
An introduction to living systems at the molecular, cellular, organismal and population levels of organization. Three lectures per week. Required for biology majors.

*Anthony Annunziato  
R. Douglas Powers*

**Bi 201 Introductory Biology Laboratory I\* (F: 1)**  
One three-hour laboratory period per week. Required of all students taking Bi 200.

*Mary Albert*

**Bi 202 Introductory Biology II (S: 3)**  
A continuation of Bi 200. Required for biology majors.

*Joseph Levine*

**Bi 203 Introductory Biology Laboratory II\* (S: 1)**  
One three-hour laboratory period per week. Required of all students taking Bi 202.

*Mary Albert*

**Bi 220 Microbiology (F: 2)**  
*Prerequisites:* Bi 130–132

A study of the basic physiological and biochemical activities of microorganisms; effective methods of destruction; mechanisms of drug action on microorganisms; and the application of serological and immunological principles. Two lectures per week.

*Elinor M. O'Brien*

**Bi 221 Microbiology Laboratory\* (F: 1)**  
One two-hour laboratory period per week. To be taken in conjunction with Bi 220.

*Elinor M. O'Brien*

**Bi 300 Genetics (F, S: 3)**  
*Prerequisite:* Bi 200–202

This is an introductory course in the principles and physical basis of heredity, which will include a discussion of the concepts of theoretical and applied genetics. Three lectures per week. Required for biology majors.

*William H. Petri  
Yu-Chen Ting*

**Bi 301 Genetics Laboratory\* (F, S: 1)**  
To be taken in conjunction with Bi 300. One three-hour laboratory per week. Required for biology majors.

*William H. Petri  
Yu-Chen Ting*

**Bi 310 Bacteriology (F, S: 3)**

*Prerequisites:* Bi 200–202, Ch 231 taken concurrently or previously.

A study of microorganisms as examples of independent cellular life forms, as agents of disease and as contributors to the environment of plants, animals, and man. Three lectures per week. Required for biology majors.

*James J. Gilroy  
Chester S. Stachow*

**Bi 311 Bacteriology Laboratory\* (F, S: 1)**  
To be taken in conjunction with Bi 310. One three-hour laboratory per week. Required for biology majors.

*James J. Gilroy  
Chester S. Stachow*

**Bi 406 Cell Biology (S: 3)**

*Prerequisite:* Bi 200–202

Cellular and molecular aspects of selected biological processes will be covered. Topics will include the immune system, effects of animal viruses on cells, cell prototypes and specialized functions of animal cells.

*Maurice Liss*

**Bi 410 From Cells to Chromosomes (S: 3)**

*Prerequisites:* Bi 200–202, Ch 109–110

The cells and their organelles, with special emphasis on structural, functional and hereditary aspects. Three lectures per week.

*Yu-Chen Ting*

**Bi 411 From Cells to Chromosomes Laboratory\* (S: 1)**

Optional, may be taken in conjunction with Bi 410. One three-hour laboratory period per week.

*Yu-Chen Ting*

**Bi 418 The Plant Kingdom (F: 3)**

*Prerequisites:* Bi 200–202

Beginning with a discussion of the major evolutionary trends in plants, the course will study blue-green algae, slime molds and fungi, followed by a discussion of eucaryotic algae, mosses and primitive tracheophytes and concluding with a survey of the gymnosperms and angiosperms.

*Mary D. Albert*

**Bi 419 Plant Kingdom Laboratory (F: 1)**

Laboratory exercises to accompany Bi 458.

*Mary D. Albert*

**Bi 420 Comparative Vertebrate Embryology (F: 3)**

*Prerequisites:* Bi 200–202

A study of the anatomy and physiology of reproduction, gametogenesis and the early stages of development of the chick and mammalian embryo.

*Walter J. Fimian, Jr.*

**Bi 426 Comparative Vertebrate Morphogenesis (S: 3)**

*Prerequisites:* Bi 200–202

The basic principles of vertebrate morphogenesis, with emphasis on evolutionary history, comparative anatomy, and embryological development.

*Mary D. Albert*

**Bi 427 Comparative Vertebrate Morphogenesis Laboratory\* (S: 1)**

Laboratory exercises to accompany Bi 426. Required of all students taking Bi 426.

*Mary D. Albert*

**Bi 430 Histology (S: 3)**

*Prerequisites:* Bi 200–202

A study of human tissues and organs by means of the microscope; the correlation of histology to gross anatomy, physiology, biochemistry, embryology, and pathology. Kodachromes are used during lectures to illustrate some of these principles. There will be motion pictures on gross anatomy, cytology and surgery. Two lectures per week.

*Allyn H. Rule*

**Bi 431 Histology Laboratory\* (S: 1)**

One three-hour laboratory period per week. Required of all students in Bi 430.

*Allyn H. Rule*

**Bi 435 Biological Chemistry (F: 3)**

*Prerequisites:* Bi 200–202, Bi 300

The course will cover the properties and metabolic activities of various biochemical compounds: carbohydrates, amino acids and proteins, lipids and nucleic acids. To be discussed will be how these biochemical processes meet the energy, biosynthetic and requirements of the cell. When relevant, reference will be made to alterations in these processes in specific diseases.

*Maurice Liss*

**Bi 440 Molecular Biology (S: 3)**

*Prerequisites:* Bi 200–202, Ch 231–232

An introduction to the study of the structure, synthesis and function of nucleic acids and proteins. Topics will include methods for studying the structure of macromolecules, synthesis, structure and function of nucleic acids and proteins, kinetics and mechanism of enzyme action and biochemical regulatory mechanisms. Three lectures per week.

*Donald J. Plocke, S.J.*

**Bi 442 Principles of Ecology (S: 3)**

*Prerequisites:* Bi 200–202, Ch 109–110 or permission of instructor

Readings in and discussion of principles and concepts in modern ecological theory.

*Robert Wolff*

**Bi 446 Marine Biology (F: 3)**

*Prerequisite:* Bi 200–202 and permission of instructor

An introduction to marine organisms, accompanied by discussion of morphological, physiological and behavioral adaptations to the marine environment, will be followed by in-depth analysis of selected marine ecosystems. Special topics to be considered at semester's end include aquaculture, marine biomedicine and effects of pollution on marine ecosystems.

Three required field trips. Two lectures per week.

*Joseph S. Levine*

**Bi 450 Principles of Mammalian Physiology (F: 3)**

*Prerequisite:* Bi 310

A study of the fundamental principles and physicochemical mechanisms underlying cellular and organismal function. Mammalian organ-systems will be studied, with emphasis on cardiovascular, respiratory and renal function and the endocrine regulation of metabolism.

*R. Douglas Powers*

**Bi 460 Understanding Evolution (S: 3)**

The philosophical and theological aspects of evolution in general will be treated, followed by a scientific treatment of the origin of life.

*William D. Sullivan, S.J.*

**Bi 461–463 Undergraduate Research\* (F: 3–S: 3)**

*Prerequisite:* Permission of the Chairperson  
Undergraduate students of advanced standing may participate in research projects in the laboratory of a faculty member.

*The Department*

**Bi 465–467 Advanced Undergraduate Research\* (F: 3–S: 3)**

Seniors who have completed at least one semester of undergraduate research may



enroll in this course with the permission of the chairperson.

*The Department*

**Bi 490 Tutorial in Biology (F, S: 3)**

*Prerequisite:* Permission of the instructor and Chairperson

A directed study through assigned readings and discussions of various areas of the biological sciences.

*The Department*

**Bi 493–495 Current Concepts in Cancer Chemotherapy\* (F: 3–S: 3)**

*Prerequisite:* Permission of instructor

A laboratory course for juniors and seniors interested in learning some of the specific techniques of cancer research. Group meetings once a week and meetings with each student individually two or three times a week. This course may be taken for four semesters. It can count for a maximum of two upper division electives toward the biology major requirement.

*William D. Sullivan, S.J.*

**Bi 496–498 Seminar in Carcinogenesis (F: 1–S: 1)**

Various biochemical, immunological and therapeutic studies will be reviewed. Required of all students enrolled in Bi 493–495.

*William D. Sullivan, S.J.*

**Bi 510 General Endocrinology (S: 3)**

*Prerequisite:* Bi 200–202

A study of phylogensis of endocrine systems; the embryology, gross and microscopic anatomy of endocrine glands; the biochemical and hormone action including clinical considerations. Two two-hour lectures per week.

*Jolane Solomon*

**Bi 515 Biophysical Chemistry (F: 3)**

Lectures on the properties and functional interrelationships of proteins and nucleic acids with emphasis on the principal physicochemical techniques used for the study of macromolecules.

*Donald J. Plocke, S.J.*

**Bi 530 Somatic and Haploid Genetics (S: 3)**

A general survey of the most recent developments in haploid and somatic genetics. It emphasizes *in vitro* studies on both plant and animal materials.

*Yu-Chen Ting*

**Bi 531 Somatic and Haploid Genetics Laboratory\* (S: 1)**

One two-hour laboratory per week. Required of all students taking Bi 530.

**Bi 538 Biology of Cell Cycle (F: 3)**

A study of growth and division of exponential, synchronous and selected cell cultures will be studied. DNA, RNA and protein synthesis in prokaryotes and eukaryotes during the cycle will be discussed. Division controls will also be reviewed.

*William D. Sullivan, S.J.*

**Bi 540 Immunology (F: 3)**

*Prerequisites:* Bi 200–202, Ch 109–110

The biology of the immune response: cell-cell interactions, antibody synthesis, the immunoglobulins, evolution of self recognition vs. nonself (antigen), antigenicity, antibody-antigen reactions, immune protection, immune destruction, and problems

in cancer and transplantation immunity. The course will consist of a series of lectures, group seminars and guest speakers. Two seventy-five minute lectures per week.

*Allyn H. Rule*

**Bi 548 Comparative Animal Physiology (S: 3)**

*Prerequisites:* Bi 200–202

This is a course about how animals function as well as why they function as they do; thus, stress will be laid on problems to animal survival posed by the environment in which they live, and on the various alternative solutions to those problems that have been evolved by different animal groups, both vertebrate and invertebrate. The interplay of the fitness of the environment and the fitness of animals to survive in it will be explored.

*Maria L. Bade*

**Bi 552 Developmental Neurobiology (F: 3)**

This course surveys the development of the vertebrate nervous system at the organismal, cellular and subcellular levels. Emphasis is placed upon the origin of neurons and glial cells and on their cell-surface interactions during development. The influence of hormones and gene mutations on nervous system development is also covered. This course is appropriate for advanced undergraduates and beginning graduate students.

*Thomas Seyfried*

**Bi 556 Developmental Biology (S: 3)**

*Prerequisites:* Bi 300 or permission of instructor

Modern aspects of developmental biology with emphasis on molecular and cellular interaction in developmental processes.

*William H. Petri*

**Bi 570 Nucleic Acid Biochemistry**

*Prerequisite:* Bi 302 (Molecular Genetics), and two semesters of Biochemistry or equivalent (Bi 435 plus Bi 440; or Ch 561 PLUS Ch 562); or permission of instructor.

This course provides an in-depth treatment of the molecular biology and biochemistry of DNA and RNA, with particular emphasis on the control and organization of the genetic material of eukaryotic organisms. The emphasis will be on the primary scientific literature, covering such topics as nucleosome and chromatin structure, DNA replication, gene regulation and transcription, and RNA processing.

*Anthony T. Annunziato*

## Chemistry

### Faculty

**Professor Joseph Bornstein**, B.S., Boston College; Ph.D., Massachusetts Institute of Technology

**Professor Paul Davidovits**, B.S., M.S., Ph.D., Columbia University

**Professor André J. de Béthune**, B.S., St. Peter's College; Ph.D., Columbia University

**Professor Michael J. Clarke**, A.B., Catholic University; M.S., Ph.D., Stanford University

**Professor Evan R. Kantrowitz**, A.B., Boston University; A.M., Ph.D., Harvard University

**Professor T. Ross Kelly**, Chairman of the Department  
B.S., Holy Cross College; Ph.D., University of California at Berkeley

**Professor Jeong-long Lin**, B.S., M.S., National Taiwan University; Ph.D., Queen's University at Ontario

**Professor Robert F. O'Malley**, B.S., M.S., Boston College; Ph.D., Massachusetts Institute of Technology

**Professor Yuh-kang Pan**, B.S., National Taiwan University; Ph.D., Michigan State University

**Professor Dennis J. Sardella**, B.S. Boston College; Ph.D., Illinois Institute of Technology

**Professor George Vogel**, B.S., D.Sc., Prague Technical University

**Associate Professor O. Francis Bennett**, B.S., Bridgewater State College; M.S., Boston College; Ph.D., Pennsylvania State University

**Associate Professor E. Joseph Billo, Jr.**, B.S., M.S., Ph.D., McMaster University

**Associate Professor David L. McFadden**, A.B., Occidental College; Ph.D., Massachusetts Institute of Technology

**Assistant Professor Ivan N. Mefford**, B.S., Kentucky State University; Ph.D., University of Kansas

**Assistant Professor Udayan Mohanty**, B.Sc., Cornell University; Ph.D., Brown University

## Program Description

The Chemistry Department offers a flexible curriculum to those who wish to acquire a knowledge of chemistry within the environment of a liberal arts college. Two levels of concentration are offered to the chemistry major. First, there is the professional degree program intended for students who wish to prepare for graduate school as well as for those who will enter the chemical profession directly from college. Second, there is a degree program requiring a lesser concentration in chemistry for those students who wish to combine molecular science with intensive studies in other disciplines, such as computer science, mathematics, economics, social sciences, business, law, humanities, psychology, medicine, physics or biology.

Requirements: Two semesters of general chemistry (Ch 109–110, or 123–124) and laboratory; two semesters of organic chemistry (Ch 231–232, or 235–236) and laboratory; one semester of analytical chemistry (Ch 351) and laboratory; two semesters of physical chemistry (Ch 475–476); one semester of inorganic chemistry (Ch 520); three advanced electives (numbered in the 500's) one of which must include a laboratory as part of the course. Physics and calculus are taken in the first year along with general chemistry. Intermediate calculus should be taken the following year. Two semesters of German are



strongly recommended and should be taken during the first three years. For the professional degree program, the recommendations of the American Chemical Society's (ACS) Committee on Professional Training should be followed: a second semester of analytical chemistry; a semester of qualitative organic analysis, one semester of physical chemistry laboratory, advanced work in senior year in the traditional areas of chemistry or in areas such as independent research or advanced courses in mathematics or sciences given outside the Department. The Chemistry Department is approved by the A.C.S. Committee on Professional Training.

## Biochemistry Major

This interdisciplinary program, administered jointly by the Chemistry and Biology Departments, provides the student with a broad background in Biochemistry and related courses in Chemistry and Biology. The minimum requirements for the Biochemistry Major are:

Two semesters of General Chemistry and Laboratory

**Ch 109–110 (or 123–124) lecture**

**Ch 111–112 (or 125–126) laboratory**

Two semesters of Organic Chemistry and Laboratory

**Ch 231–232 (or 235–236) lecture**

**Ch 233–234 (or 237–238) laboratory**

Two semesters of Introductory Biology and Laboratory

**Bi 200–202 lecture**

**Bi 201–203 laboratory**

One semester of Molecular Genetics and Laboratory

**Bi 302 lecture**

**Bi 303 laboratory**

One semester of Physical Chemistry

**Ch 473 lecture**

Two semesters of Biochemistry/Molecular Biology

**Ch 561–Ch 562 Biochemistry I & II Lecture**

or

**Bi 435 & Bi 440 Biological Chemistry, Molecular Biology Lecture**

One semester of Biochemistry Laboratory

**Bi 480 or Ch 569 laboratory**

Two advanced electives from the following group

**Ch 568 Biochemistry III**

**Bi 574 Protein Biochemistry**

**Bi 570 Nucleic Acid Biochemistry**

**Bi 578 Carbohydrate Chemistry**

**Ch 556 Bioinorganic Chemistry**

**Ch 535 Physical Organic Chemistry**

**Ch 351 Analytical Chemistry**

Two advanced electives from the following group

**Bi 310 Bacteriology**

**Bi 406 Cell Biology**

**Bi 482 Seminar in Biochemistry**

**Bi 515 Biophysical Chemistry**

**Bi 556 Developmental Biology**

**Bi 463 Research in Biochemistry**

**Bi 593–594 Introduction to Biochemical Research**

In addition to the above the following courses are also required:

Two semesters of Physics with Laboratory

**Ph 211–212 lecture and laboratory**

Two semesters of Calculus

**Mt 100–101 lecture**

For additional information, contact either Professor Kantrowitz (Devlin 224) or Professor Annunziato (Higgins 419).

## Course Offerings

An asterisk after a course title indicates that a course carries a laboratory fee. All courses numbered Ch 500 through Ch 999 have as a prerequisite previous courses in organic, analytical and physical chemistry.

**Ch 105–106 Chemistry and Society (F: 3–S: 3)**

A course designed for those not majoring in the natural sciences. The structure and methodology of science as exemplified by chemistry is treated along with the practical effects of chemistry upon society. The application of chemical principles to environmental problems will be stressed. No prior knowledge of chemistry is required. No laboratory. The course is applicable to the University Core requirement. Ch 105 is a prerequisite for Ch 106.

*André J. de Béthune*

**Ch 109–110 General Chemistry (F: 3–S: 3)**

*Prerequisite:* One year of high school chemistry

This course is intended for students whose major interest is science or medicine. It offers a rigorous introduction to the principles of inorganic chemistry, with special emphasis on quantitative relationships, chemical equilibrium, and the structures of atoms, molecules, and crystals. The properties of the more common elements and compounds are considered against a background of these principles and the periodic table. The course is applicable to the University Core requirement. Corequisites Ch 111–112, Mt 100–101 or 104–105.

*Paul Davidovits*

*Jeong-long Lin*

*Ivan N. Mefford*

*Yuh-kang Pan*

**Ch 111–112 General Chemistry Laboratory\* (F: 1–S: 1)**

Laboratory required of all students enrolled in Ch 109–110. One three-hour period per week.

*André J. de Béthune*

*Paul Davidovits*

*Jeong-long Lin*

*Yuh-kang Pan*

**Ch 123–124 Accelerated General Chemistry (F: 3–S: 3)**

*Prerequisite:* One year of high school chemistry

An intensive and demanding course in the fundamentals of chemistry for the prepared and motivated student. Corequisite Ch 125–126, Mt 104–105.

*Michael J. Clarke*

**Ch 125–126 Accelerated General Chemistry Laboratory\* (F: 1–S: 1)**

Laboratory required of all students enrolled in Ch 123–124. One three-hour period per week.

*Michael J. Clarke*

**Ch 131–132 Contemporary Chemistry (F: 3–S: 3)**

A study of basic chemical principles and a description of the properties of the elements and compounds of interest and importance in contemporary life. More emphasis will be given to organic compounds, since they are so pervasive. The course is intended for non-science majors for whom chemistry or a laboratory science is a requirement. Ch 131 is a prerequisite for Ch 132. Ch 133 and Ch 134 are corequisites.

*Robert F. O'Malley*

**Ch 133–134 Contemporary Chemistry Laboratory\* (F: 1–S: 1)**

A laboratory course that includes experiments illustrating chemical principles and the properties of compounds consistent with Ch 131–132.

*Robert F. O'Malley*

**Ch 151 Applications of Science I–Communication (F: 3)**

The course is designed primarily for those not majoring in the natural sciences.

Chemical and physical principles and devices of communication technology will be discussed, including the telegraph, telephone, radio, sound reproduction, television, semiconductors and lasers.

Electromagnetic theory will be explained and the operation of the electromagnetic devices will be described. Through individual projects, each student will explore the role of communication technology in a field of his or her own interest. A previous science background is not required, and the use of mathematics will be kept to a minimum. The course is applicable to the University Core requirement.

*Paul Davidovits*

**Ch 231–232 Organic Chemistry (F: 3–S: 3)**

*Prerequisites:* Ch 109–110 or 123–125

An introduction to the chemistry, properties, and uses of organic compounds. Correlation of structure with properties, reaction mechanisms, and modern approach to structural and synthetic problems are stressed throughout. In the laboratory, the aim is acquisition of sound experimental techniques through the synthesis of selected compounds. Corequisite Ch 233–234.

*Joseph Bornstein*

*Dennis J. Sardella*

*George Vogel*

**Ch 233–234 Organic Chemistry Laboratory\* (F: 1–S: 1)**

Laboratory required of all students enrolled in Ch 231–232. One four-hour period per week. Corequisite Ch 231–232.

*Joseph Bornstein*

*Dennis J. Sardella*

*George Vogel*

**Ch 235–236 Accelerated Organic Chemistry (F 3–S: 3)**

*Prerequisites:* Ch 109–110 or 123–125

An intensive course in the principles of organic chemistry for the prepared and motivated student. Corequisite Ch 237–238.

*O. Francis Bennett*



**Ch 237–238 Accelerated Organic Chemistry Laboratory\*** (F: 1–S: 1)  
Laboratory required of all students enrolled in Ch 235–236. Corequisite Ch 235–236. One four-hour period per week.  
*O. Francis Bennett*

**Ch 351 Analytical Chemistry I** (F: 4)  
*Prerequisite:* Ch 109–110 or Ch 123–124  
A study of the fundamental chemical laws and the theory of solutions as applied to analytical chemistry. Volumetric and gravimetric methods will be emphasized in the first semester. Corequisite Ch 353.  
*E. Joseph Billo*

**Ch 353 Analytical Chemistry I Laboratory\*** (F: 0)  
Laboratory required of all students enrolled in Ch 351. One four-hour period per week. Corequisite Ch 351.  
*E. Joseph Billo*

**Ch 391–392 Undergraduate Research** (F: 3–S: 3)  
*Prerequisites:* Ch 109–110, Ch 231–232, Mt 100–101, and the consent of the Chairperson of the Department. Ch 591–592 cannot be taken concurrently.

Undergraduates who have shown exceptional ability engage in an independent research project under the supervision of a faculty member. The experimental work will be preceded by library research on the project and training in essential laboratory techniques. A written report and an oral presentation are required.

*The Department*

**Ch 473 Physical Chemistry (Biochemistry Majors)** (F: 3)  
*Prerequisites:* Ch 231–232, Mt 100–101, Ph 211–212 (or equivalent)  
An introduction to physical chemistry. Topics covered are: thermodynamics, chemical kinetics, and simple transport processes such as diffusion and heat conduction. Applications to biochemical systems are emphasized.

*Jeong-long Lin*

**Ch 475 Physical Chemistry I** (F: 3)  
*Prerequisites:* Ch 231–232, Mt 200–201, Ph 211–212  
Fundamental principles and applications of equilibrium thermodynamics.

*David L. McFadden*

**Ch 476 Physical Chemistry II** (S: 3)  
*Prerequisite:* Ch 475  
An introduction to reaction rate theory, quantum mechanics and spectroscopy as applied to atomic and molecular systems.

*David L. McFadden*

NOTE: All courses numbered Ch 500 through Ch 999 have as a prerequisite previous courses in organic, analytical, and physical chemistry except Ch 552 and Ch 561–562.

**Ch 520 Principles of Inorganic Chemistry** (S: 3)  
An introduction to the principles of inorganic chemistry with emphasis on structure, bonding, and reactivity.

*Robert F. O'Malley*

**Ch 522 Inorganic Chemistry Laboratory\*** (S: 3)  
A course in inorganic synthesis including characterization of the products.

*Robert F. O'Malley*

**Ch 534 Organic Synthesis** (S: 3)  
The most useful reactions of organic chemistry will be discussed in detail and practical applications made.

*The Department*

**Ch 536 Organic Synthesis Laboratory\*** (S: 3)  
Methods, techniques, and reactions used in the preparation of organic compounds that offer more than usual difficulty. One lecture and two laboratory periods per week.

*The Department*

**Ch 537 Mechanistic Organic Chemistry** (F: 3)  
Underneath the seemingly limitless variety of transformations encountered in organic chemistry lies a relatively small number of mechanistic types which constitute an organizing and predictive tool of considerable power for the chemist. This course will survey the major mechanistic types and the commonly-encountered reactive intermediates from the standpoint of the organic chemist interested in a practical understanding of the relationships between reactants and products of organic reactions.

*Dennis J. Sardella*

**Ch 538 Organic Spectroscopy** (S: 3)  
The theory and uses of infrared, nuclear magnetic resonance, mass, and ultraviolet spectroscopy in structural elucidation are discussed at an intermediate level, but no prior knowledge of the field is assumed.

*George Vogel*

**Ch 541 Determination of Organic Structures** (F: 4)  
The course is designed to introduce the student to the methodology of organic chemical research while at the same time affording him or her a deeper insight into the chemical and physical properties of functional groups. The elucidation of the structures of a number of organic compounds is carried out by a combination of classical and modern instrumental methods; separative techniques as well as small-scale degradative and synthetic experimentation are stressed in the process. Practice in the carrying out of literature searches and in the solution of numerous textbook problems in structural organic chemistry are additional features of the course. Corequisite Ch 543.

*O. Francis Bennett*

**Ch 543 Determination of Organic Structure Laboratory\*** (F: 0)  
Laboratory required of all students enrolled in Ch 541. Two three-hour laboratory periods per week. Corequisite Ch 541.

*O. Francis Bennett*

**Ch 551 Advanced Analytical Chemistry** (S: 4)  
A consideration of modern instrumental methods of analysis, including atomic emission and absorption, ultraviolet, visible, infrared and Raman spectrometry, fluorometry, x-ray methods, electroanalytical methods and gas chromatography. Three lectures and one four-hour laboratory per week. May not be taken without Ch 553.

*E. Joseph Billo*

**Ch 553 Advanced Analytical Chemistry Laboratory\*** (S: 0)  
Laboratory required of all students enrolled in Ch 551.

*E. Joseph Billo*

**Ch 561–562 Biochemistry** (F: 3–S: 3)  
*Prerequisite:* Ch 231–232. Recommended: Ch 351  
An introductory course in Biochemistry. Topics will include structure, function, and synthesis of proteins and nucleic acids; bioenergetics; kinetics, mechanism, and control of biochemical reactions; intermediary metabolism; photosynthesis; and an overview of experimental methods.

*Evan R. Kantrowitz*

**Ch 571 Physical Chemistry III** (F: 3)  
*Prerequisite:* Ch 476  
An introduction to molecular spectroscopy including a description of symmetry principles and their application to molecular systems.

*David L. McFadden*

**Ch 574 Experimental Physical Chemistry\*** (S: 3)  
One lecture and four hours of laboratory per week. Experiments will be chosen to illustrate physical chemical principles, to develop skills such as constructing circuits and apparatus, the use of vacuum techniques, and the operation and calibration of the instruments and to reproduce with good accuracy data available in the literature, as an introduction to experimental research.

*André J. de Béthune*

**Ch 579 Introduction to Statistical Mechanics** (F: 3)  
The course emphasizes the basic tools of equilibrium statistical mechanics: microcanonical, canonical, and grand-canonical ensembles, fluctuations in these ensembles, Fermi-Dirac and Bose-Einstein statistics, cluster expansion, and perturbation theories of liquid structure.

*Udayan Mohanty*

**Ch 580 Dynamics of Simple Liquids** (S: 3)  
Introduction to basic tools of non-equilibrium statistical mechanics with applications to molecular motions in simple liquids; stochastic process as applied to Brownian motion theory, Van Hove correlation functions, linear and non-linear response theory, Green-Kubo formulas, fluctuating hydrodynamics, and Mori-Zwanzig projection operator techniques.

*Udayan Mohanty*

**Ch 591–592 Introduction to Chemical Research** (F: 3–S: 3)  
The essential feature of this course is an independent research project performed under the supervision of a faculty member. This is a two-semester course and may not be taken for only one semester. The individual work will be preceded by a series of lectures and demonstrations on the use of the library and several essential laboratory techniques. A written report is required at the end of the second semester.

*The Department*



**Ch 593–594 Introduction to Biochemical Research (F: 3–S: 3)**

Independent research in Biochemistry to be carried out under the supervision of a faculty member. This is a two-semester course and may not be taken for only one semester. A written report and an oral presentation are required at the end of the second semester. The two semesters together fulfill one advanced Biochemistry elective.

*The Department*

Other courses, offered by the Department on a non-periodic basis:

**Ch 152 Applications of Science—Energy**

**Ch 154 Applications of Science—Materials**

**Ch 352 Analytical Chemistry II, with Ch 354 Laboratory**

**Ch 532 Introduction to Macromolecular Chemistry**

**Ch 535 Physical Organic Chemistry**

**Ch 566 Bio-Inorganic Chemistry**

**Ch 568 Advanced Biochemistry and Enzymology**

**Ch 573 Quantum Chemistry and Molecular Structure**

**Ch 577 Spectroscopy**

**Ch 581 Electrochemistry**

**Ch 583 Analytical Separations**

## Classical Studies

### Faculty

**Associate Professor Eugene W. Bushala**,  
Chairman of the Department  
B.A., Wayne State University; M.A., Ph.D.,  
Ohio State University

**Associate Professor David H. Gill, S.J.**,  
B.A., M.A., Boston College; Ph.D.,  
Harvard University; Lic. Theology, St.  
Georgen, Frankfurt-am-Main

**Assistant Professor Charles F. Ahern, Jr.**,  
B.A., Wesleyan University; M.Phil., Ph.D.  
Yale University

**Assistant Professor Dia M.L. Philippides**,  
B.A., Radcliffe College; M.A., Boston  
College; M.A., Ph.D., Princeton University

**Lecturer Carl J. Thayer, S.J.**, B.A., M.A.,  
Boston College

### Program Description

There are several programs in Classical Studies. They approach a liberal education through the study, both in original languages and in English, of two literatures which have exercised a profound influence in the formation of Western culture: the ancient Greek and the ancient Roman.

The Department offers courses under three headings. (1) Courses in elementary and intermediate Latin and Greek, designed to teach a student to read the languages. (2) Courses in Greek and Roman literature and culture, taught in English and designed to acquaint a student broadly with the Ancient World. Through cooperation with other departments courses are available also in ancient history, art, philosophy, and religion. (3) Ad-

vanced reading courses in ancient authors, taught in the original languages.

There are four different ways in which a student may major in Classical Studies. The requirements for each are as follows:

**Major in Classics:** 12 courses. Ten courses must be in the original languages, and may include a maximum of two elementary courses. The other two courses may be taken either in the original languages or in related areas of ancient studies.

**Major in Latin:** 10 courses. Seven courses must be taken in Latin above the elementary level. The other three courses may be taken in Greek or in related areas of ancient studies.

**Major in Greek:** 10 courses. Seven courses must be taken in Greek above the elementary level. The other three courses may be taken in Latin or in related areas of ancient studies.

**Major in Classical Civilization:** 12 courses. The courses fall into two broad areas, language and culture, with a somewhat greater emphasis on the latter. Requirements:

- (a) Six courses in Latin and Greek, including at least two above the elementary level. A student who upon entering the program does not need elementary courses may substitute extra courses under heading (b).
- (b) Six (or more) courses in the areas of ancient history, art, philosophy, religion, mythology, etc.

Several courses which apply to the various major programs in Classical Studies are offered in other departments, for instance, in History, Philosophy, Fine Arts, Slavic, Romance Languages, Political Science, and Theology. A student should consult at registration time with Departmental advisors in Classics before selecting courses.

### Course Offerings

#### I. Elementary and Intermediate Languages

**CI 010–011 Elementary Latin (F: 3–S: 3)**

This course will introduce the student to the basic structure and forms of the Latin language. The goal will be to prepare the student after one year of study to be able to read some not too difficult Latin literature offered in the following intermediate year.

No prerequisites.

*Eugene W. Bushala  
Dia Philippides*

**CI 020–021 Elementary Ancient Greek (F: 3–S: 3)**

This course will introduce the fundamentals of ancient Greek grammar and vocabulary. The aim is to prepare a student to read something like Plato's *Apology* after a year's study. Oral drill in class, daily written homework, frequent quizzes, several hour tests, and a final examination each term.

*Charles Ahern*

**CI 052–053 Intermediate Ancient Greek (F 3:–S: 3)**

A review of the essential grammar of Ele-

mentary Greek and an introduction to Greek literature.

*Dia Philippides  
John Shea*

**CI 056–057 Intermediate Latin (F: 3–S: 3)**

A thorough review of essential grammatical forms presented in Elementary Latin along with a close reading of an introductory selection of Roman prose and poetry.

*John Shea*

**CI 060–061 Elementary Modern Greek (F: 3–S: 3)**

A comprehensive introduction to demotic Greek with equal emphasis upon reading, writing and conversation.

*Maria Kavakas*

### II. Greek and Roman Culture

The reading for these courses is entirely in English, and no acquaintance with Greek or Latin Language is presumed. A student who wishes to do some of the reading in the original languages may consult the instructor.

**CI 110 Medical Terminology (F: 3)**

A study of the formation, meaning, and use of scientific terminology intended primarily for biology, pre-medical and pre-dental students. The subject matter will be those prefixes, suffixes, and stems of Greek and Latin words appropriated in the creation of English scientific vocabulary. No prerequisites. The only requirements are a textbook, an active memory, and noteworthy attendance. Though the course material will involve some simple linguistic principles of word formation, the prime concern will be to teach the rudiments of scientific terminology so that the student will be able to perceive at a glance the components of chiefly biological and medical words. Procedure for the course will be lectures, quizzes, and examinations.

*Eugene W. Bushala*

**CI 210–211 The Greeks, Part I–II (F: 3–S: 3)**

*Prerequisites:* None except the determination to read carefully in some serious books.

An introduction for majors, non-majors, prospective majors—to the history, literature and philosophy of Ancient Greece. This is a two-semester course, but students may take either half of it independently of the other.

In *Part I* (fall semester) the emphasis will be on literature with some lectures on the historical backgrounds. We shall read the *Iliad* and *Odyssey* of Homer; the *Histories* of Herodotus; Aeschylus' *Oresteia* and *Prometheus*; Sophocles' *Oedipus* and *Antigone*; and three or four representative plays of Euripides.

*Part II* (spring semester) will be more philosophical: Thucydides' *History of the War Between Athens and Sparta*; Aristophanes' *Clouds*; and Plato's *Apology*, *Crito*, *Phaedo*, *Symposium* and *Republic*.

The lectures will have a twofold aim: first, to see these works in the context of their own times, on their own terms; and, second, to try to locate them in the overall Western intellectual and artistic tradition, i.e. to address the question of their continuing value and appeal. The reading will be



parceled out in such a way that there will be specific assignments for each class. From time to time I shall recommend and/or assign some outside film, lecture, performance, museum trip or the like that relates to the course.

**CI 212–213 (Fa 211–212) Art of the Ancient Mediterranean World (F: 3–S: 3)**  
The visual history and arts of the Ancient Mediterranean world will be studied from the rise of civilizations along the Nile, in the Holy Land, and Mesopotamia to the fall of the western Roman Empire, about 480. Cities, sacred areas, palaces, and building for communication, civic services and war will be included, as well as painting, sculpture, jewelry, and coinages.  
The Fall Term will emphasize Greek Art to the beginning of the Roman Empire.  
The Spring Term will be devoted to Roman Art in its broadest sense, beginning with Etruscan and Greek Italy in the Roman Republic.

*Cornelius Vermeule*

**CI 219 (Fa 313) Athens in the Age of Pericles (F: 3)**  
See course description under Fa 313.  
*Kenneth Craig*

**CI 221 Modern Greek Literature in English (S: 3)**  
Modern Greek Literature can claim two Nobel Prize Winners (Seferis and Elytis) in the past two decades. A survey of the highlights of Modern Greek Literature, concentrating this year on poetry will examine the major modern Greek poets within their tradition. No knowledge of Modern Greek is necessary.  
*Dia Philippides*

**CI 223–224 (Hs 159–162) History of Ancient Greece (F: 3–S: 3)**  
See course description under Hs 159–162.  
*The Department*

**CI 225 The Odysseus Theme (S: 3)**  
This course will trace the career of Odysseus—wanderer, trickster, wise man, and hero—in the Greek and Roman worlds. We will treat both Odysseus himself and figures who, in undertaking journeys of various sorts, call him to mind. The major texts will be Homer's *Odyssey* and Apuleius' *The Golden Ass*, but there will be readings also in Greek drama, in Plato and the philosophic tradition, and in Virgil's *Aeneid*. The course is emphatically a discussion course, and we will want to be aware of journeying in our own lives as well as in what we read. All readings are in English; there are no prerequisites. Enrollment limited to 30.

*Charles Ahern*

**CI 230 Classical Mythology (F: 3)**  
This course will introduce the chief gods, goddesses, and heroes of the Greeks and Romans and the stories told about them. We will consider the facts of the stories, their influence on Western art and literature, and the problems of interpretation that they pose—just what are “myths”, and what can be said about them? There will be readings in both ancient sources (especially Hesiod and Ovid) and modern sources. All readings will be in English; there are no prerequisites.

*Charles Ahern*

### III. Advanced Reading Courses

These courses presume an ability to read Latin or Greek above the intermediate level; reading is primarily in the original languages, unless an instructor makes other arrangements.

**CI 320 (Th 423) Seminar in Latin Patrology (S: 3)**  
See course description under Th 423.  
*Margaret Schatkin*

**CI 323 (Th 425) Seminar in Greek Patrology (F: 3)**  
See course description under Th 425.  
*Margaret Schatkin*

**CI 329 Ovid's *Metamorphoses* (S: 3)**  
Reading and discussion of selected stories from Ovid's long narrative poem about mythological transformations. We will consider Ovid's skill as a story-teller and his overarching theme of instability in the world of nature and in human personality.  
*Charles Ahern*

**CI 373 Euripides (S: 3)**  
*Prerequisite:* Two years of Ancient Greek  
Readings in Greek of selected plays supplemented by readings in English. Discussion of the later development of 5th century Attic tragedy.  
*Dia Philippides*

**CI 382–383 Herodotus (F: 3–S: 3)**  
A reading of the Greek texts starting with Book I.  
*Carl Thayer*

**CI 390–391 Readings and Research (F: 3–S: 3)**  
*The Department*

**CI 406 Virgil's *Aeneid* (F: 3)**  
Reading and discussion of selected books of the *Aeneid*, Virgil's epic poem on the efforts of a defeated warrior to found a home for his people. We will have two focuses of study: the magnificent character of Virgil's language, both as something to read and as something to hear, and his complex understanding of Roman civilization and of human passions and responsibility.  
*Charles Ahern*

**CI 409 Lucretius (F: 3)**  
Readings in each of the six books of *De Rerum Natura*; study of Lucretius as poet and as Epicurean philosopher.  
*John Shea*

**CI 435 Aeschylus (F: 3)**  
*Prerequisite:* Two years of Ancient Greek  
Readings in Greek of selected plays supplemented by readings in English. Discussion of the early development of 5th century Attic tragedy.  
*Dia Philippides*

## Computer Science

### Program Description

Arts & Sciences students may either major, minor, or take a concentration in Computer Science. The major and minor programs are described below; the concentration program is described under “Com-

puter Science” in the School of Management section of this Bulletin.

### The Major Program

The Computer Science major is designed to be both intellectually demanding and practical. There are two components to the course requirements for the major: courses in computers and courses in mathematics. Courses satisfying the requirements are offered primarily by the Department of Mathematics (Mt) in the College of Arts and Sciences and the Computer Science Department (Mc) in the School of Management.

Ten courses are required in the computer component:

1. Mc 021 or Mt 008 or Mt 063 (Introductory)
2. Mc 350 or Mt 550 (Structured Programming)
3. Mc 351 or Mt 551 (Data Structures)
4. Mc 452 or Mt 572 (Assembly Language)
5. Mc 365 (Systems Analysis)
6. Mt 583 (Algorithms: Design and Analysis)
7. Mc 460 (Compilers)
8. Mc 470 (Operating Systems)
9. and
10. Two electives from: any Mc course numbered between 400 & 500 inclusive and not otherwise required, Mq 604, Mq 605, Mq 606, Mt 414, Mt 435, Mt 436, any Mt course numbered between 500 & 599 inclusive and not otherwise required, Mt 860, Mt 861, Ge 572.

The first four of these required courses on computers may be taken either from the Computer Science Department or from the Department of Mathematics. Students with a strong interest in mathematics or mathematical applications should take the courses offered by the Mathematics Department, as these courses have a more mathematical orientation. Where a choice is offered, only one of the courses may be taken for university credit. For example, a student may not take both Mc 351 and Mt 551 for credit because the courses greatly overlap.

An entering student with computer programming experience, perhaps because of courses taken in high school, should speak to either the Chairman of the Computer Science Department or the Chairman of the Mathematics Department about placing out of the introductory course. In this case a student would be required to take an additional computer elective before graduation.

For Computer Science majors in the College of Arts and Sciences, the computer courses taken in the School of Management are included within the 32 courses that must be taken in A&S.

The mathematics component of the course requirements for the computer science major is as follows:

- A. Mt 100–101 or Mt 102–103 or Mt 104–105 or Mt 110 or Mt 112–113 or Mt 174–175 or Mt 184 (Calculus of one variable).
- B. Mt 200–201 or Mt 202–203 or Mt 204 or Mt 212–213 or Mt 214 (Multivariable Calculus)



C. Mt 215 or Mt 216–217 or Mt 316–317 (Linear Algebra)

D. Mt 420 or Mt 426 (Probability)

E. Mt 445 (Applied Combinatorics) or Mt 443 (Applied Algebra)

Finally, it is strongly urged that a student majoring in Computer Science have a fundamental knowledge of physics, chemistry, and biology, perhaps from courses taken in high school or college.

Students who hope to major in Computer Science should take one of the Calculus of one variable sequences (e.g., Mt 100–101) and an introductory programming course in their first year. Students majoring in Mathematics and hoping to double major in Computer Science should take Mt 102–103 (or Mt 112–113) and Mt 063 in their first year. Double majors may not use the same courses to fulfill both the ten-course computer component (listed 1–10 above) for the Computer Science major and the course requirements for the Mathematics major. However, mathematics courses taken to satisfy the Mathematics major requirements simultaneously satisfy the mathematics component of the Computer Science major (listed A–E above).

Because of space constraints, only a limited number of students can be admitted to the Computer Science major. Students may apply to the major upon completion of a year of calculus and a B.C. computer course. This normally will occur at the end of the freshman year. Interested students should see either the Chairman of the Department of Mathematics or the Chairman of the Computer Science Department.

The Computer Science major is administered jointly by the Department of Mathematics and by the Computer Science Department of the School of Management.

### The Minor Program

The minor program in Computer Science is designed to provide a coherent and demanding course of study in Computer Science for Mathematics majors and other students with a strong secondary interest in Computer Science. Six courses are required for the minor:

1. Mt 063 or Mt 008; Int to Programming (BASIC)
2. Mt 550, Int to Structured Programming
3. Mt 551, Advanced Programming Techniques
4. Mt 572, Internal Machine Structure
- 5 and 6. Any two courses from  
Mt 566, Programming Languages  
Mt 568, Computer Graphics  
Mt 577, Microcomputer Systems  
Mt 583, Algorithms, Design & Analysis  
Mt 585, Automata & Formal Languages

This course sequence includes elementary and structured programming, assembly language, and a series of electives, some of which have advanced mathematics courses as prerequisites. Because of the sequential nature of the required courses, and the prerequisite structure, students interested in pursuing the minor should

plan early in their academic careers how they may be able to complete the requirements during their four years at Boston College. Any student wishing to be formally enrolled in the program should notify the Director of the program (see the Mathematics Department for the Director's name) before the completion of his or her sophomore year. (Note: the first course requirement for the minor may be waived for students for substantial programming experience, and certain equivalent courses may be substituted for the required courses. See the Program Director for further information.)

## Economics

### Faculty

**Professor James E. Anderson**, A.B., Oberlin College; Ph.D., University of Wisconsin

**Professor David A. Belsley**, A.B., Haverford College; Ph.D., Massachusetts Institute of Technology

**Professor Barry A. Bluestone**, A.B., A.M., Ph.D., University of Michigan

**Professor Frank M. Gollop**, A.B., University of Santa Clara; A.M., Ph.D., Harvard University

**Professor Robert J. McEwen**, S.J., A.B., Boston College; A.M., Fordham University; S.T.L., Weston College; Ph.D., Boston College

**Professor William B. Neenan**, S.J., A.B., A.M., S.T.L., St. Louis University; Ph.D., University of Michigan; Dean, College of Arts and Sciences

**Professor Joseph Quinn**, A.B., Amherst College; Ph.D., Massachusetts Institute of Technology

**Professor Donald Richter**, B.A., M.A., Yale University; Ph.D., Massachusetts Institute of Technology

**Professor Leon Smolinski**, A.B., University of Freiburg, Germany; A.M., University of Cincinnati; Ph.D., Columbia University

**Professor Barbara Spencer**, B.Ec., Australian National University; M.Ec., Monash University; Ph.D., Carnegie-Mellon University

**Professor Donald J. White**, B.S., Boston College; A.M., Ph.D., Harvard University; Dean, Graduate School of Arts and Sciences

**Associate Professor Christopher F. Baum**, A.B., Kalamazoo College; A.M., Florida Atlantic University; Ph.D., University of Michigan

**Associate Professor André Lucien Danière**, Baccalaureate, Lyons; M.S., University of Massachusetts; Ph.D., Harvard University

**Associate Professor Marvin Kraus**, B.S., Purdue University; Ph.D., University of Minnesota

**Associate Professor Francis M. McLaughlin**, Assistant Chairman of the Department B.S., A.M., Boston College; Ph.D., Massachusetts Institute of Technology

**Associate Professor Joe Peek**, B.S., M.S.,

Oklahoma State University; Ph.D., Northwestern University

**Associate Professor Harold A. Petersen**, Chairman of the Department A.B., DePauw University; Ph.D., Brown University

**Associate Professor Richard W. Tresch**, A.B., Williams College; Ph.D., Massachusetts Institute of Technology

**Assistant Professor Robert J. Cheney, S.J.**, A.B., A.M., Saint Louis University; S.T.L., Weston College; Ph.D., Georgetown University

**Assistant Professor Scott Freeman**, B.A., University of Wisconsin; Ph.D., University of Minnesota

**Assistant Professor Christopher Maxwell**, A.B., University of Pennsylvania; A.M., Ph.D., Harvard University

**Assistant Professor Robert G. Murphy**, B.A., Williams College; Ph.D., Massachusetts Institute of Technology

**Instructor Timothy S. Erickson**, B.A., California State University at Fullerton; M.A., Ph.D. (cand.), University of California at Los Angeles

**Instuctor Manuel Sanchez**, B.A., Monterrey Institute of Technology; M.A., University of Missouri; M.A., Ph.D. (cand.), University of Chicago

### Program Description

The major in Economics provides a critical examination of how the economic system works in the United States and throughout the world. The introductory course, Ec 131–132, is a survey of economic problems, policies, and theory; and required courses in micro theory and macro theory give a deeper analytical foundation. Electives permit further study in a wide range of fields, including money and banking, fiscal policy, international trade, international finance, law and economics, public sector economics, economic development, American economic history, capital theory and finance, Soviet economics, comparative economic systems, labor economics, statistics, econometrics, industrial organization, consumer economics, history of economic thought, modern political economy, regulation, transportation economics, women in the American economy, and urban economics. A total of ten three-credit courses is required for the major, including Principles of Economics (Ec 131–132), Economic Statistics (Ec 151, or Econometrics I, Ec 427), Microeconomic Theory (Ec 201 or 401), Macroeconomic Theory (Ec 202 or 402), and any five electives.

Students from the School of Management may choose Economics as an area of concentration. The concentration consists of seven courses, including Principles of Economics (Ec 131, 132), Microeconomic Theory (Ec 201 or 401), Macroeconomic Theory (Ec 202 or 402), Economic Statistics (Ec 151, or Econometrics I, Ec 427), and any two electives. Students with a serious interest in economics, however, are urged to take at least ten courses, the equivalent of an Arts and Sciences major. Finally, all School of Management students, regardless of their area of concen-



tration, are required to take Principles of Economics (Ec 131–132) and Statistics (Ec 151 or Ec 155).

A student choosing to do honors work in economics, whether in a college honors program or not, does independent research and writes an honors thesis under the guidance of an individual professor. The thesis proposal must be approved by the Department Honors Committee and must be begun by the initiation of classes in the fall term of senior year. Honors students must also select the following courses: Honors Microeconomic Theory (Ec 401), Honors Macroeconomic Theory (Ec 402), and three additional courses at the 400 level, e.g., the Departmental Seminars. One of these courses may be Econometrics II, (Ec 428). There is also a comprehensive examination at the end of the senior year.

Honors is conferred by a vote of the Honors Committee at the end of the student's senior year. Students planning to do graduate work in economics should enter the honors program. Students with outstanding records are also encouraged to elect one or more graduate courses in their junior or senior years.

Non-honors students with strong analytical ability are urged to fulfill their micro and macro theory requirements by taking Ec 401 and Ec 402 rather than Ec 201 and Ec 202, and replace some of the regular electives with Departmental Seminars. Students with good mathematical backgrounds should take Ec 427 and Ec 428, Econometrics, rather than a single semester of Statistics. Students planning to do graduate work in economics should be sure to take Ec 711, Mathematics for Economists, or its equivalent in courses from the Mathematics Department.

The major in Economics provides a general background which is useful to those planning careers in law, government service, or business as well as those planning careers as professional economists. Professional economists may take up positions as college teachers, as researchers for government agencies or business firms, as administrators or in management positions.

## Course Offerings

Normally, students must take both Ec 131 and Ec 132 before taking any other Economics courses. Exceptions are Ec 151 and Ec 341–343 for which there are no prerequisites. Ec 131 and Ec 132 are offered in both semesters and may be taken in either order. They also satisfy the Social Sciences Core requirement.

Students considering Principles should know the fundamentals of high school algebra, especially the algebra, and geometry, of a straight line.

## Faith, Peace and Justice Program

The Economics Track for students of the Faith, Peace and Justice program consists of the following four courses:

1. Principles of Economics. Full year, Ec 131 and 132 (or Ec 133, 132).
2. Microeconomic Theory. Ec 201 or equivalents (Ec 134, Ec 401).
3. Any one elective from the following:  
Law and Economics (Ec 338); Welfare

Economics (Ec 339); Topics in Modern Political Economy (Ec 357 or 358).

These requirements apply both to majors and nonmajors.

### Ec 131 Principles of Economics I-Micro (F, S: 3)

Analysis of prices, output, and income distribution through the interaction of households and business firms in a free-enterprise economy. Government intervention and alternative systems are examined, and basic analytical tools are applied to current economic problems.

*The Department*

### Ec 132 Principles of Economics II-Macro (F, S: 3)

Analysis of national income and employment, fluctuations in income, monetary and fiscal policy, inflation, growth, and international aspects of macroeconomic policy. Particular attention will be paid to problems of inflation and unemployment in the U.S. economy.

*The Department*

### Ec 133 Microeconomics Module I

**Ec 134 Microeconomics Module II**  
Microeconomics Modules I and II are designed as alternatives to Ec 131, Principles of Economics-Micro, and Ec 201 (or Ec 401), Microeconomic Theory. The Modules develop each topic in turn through the intermediate level, thus requiring one year to complete the normal set of micro topics. This approach avoids the duplication inherent in the usual sequence. Students may stop with Ec 133 and receive core credit as a substitute for Ec 131. The Modules are recommended for good students who are fairly certain they want to major in economics. Ec 134 receives honors theory credit.

*André Danière*

### Ec 151 Economic Statistics (F, S: 3)

Probability, random variables, sampling distributions, estimation of parameters, tests of hypotheses, regression and forecasting.

*The Department*

### Ec 155 Economic Statistics: SOM Honors (S: 3)

An intensive section of Ec 151 for the SOM Honors student.

*Timothy Erickson*

### Ec 201 Microeconomic Theory (F, S: 3)

This course develops a theoretical framework with which to analyze the two basic economic units, the consumer and the producer. This analysis is then employed to investigate the determination of price and output in various market situations, implications for welfare and the construct of general economic equilibrium.

*The Department*

### Ec 202 Macroeconomic Theory (F, S: 3)

This course is intended to equip the student for the analysis of the determination of employment and of national income and its components. Emphasis will be placed on the Keynesian theory of employment, interest, and money and on post-Keynesian cycle and growth models.

*The Department*

### Ec 299 Independent Study (F, S: 3)

The student works under the direction of an individual professor.

*The Department*

### Ec 302 Topics in Macroeconomics (S: 3)

*Prerequisite:* Ec 202 or Ec 402.

A topics course stressing current controversies in macroeconomic policy including: the inflation-unemployment trade-off, supply side vs. demand side economics, and other issues based on student interest.

*Joe Peek*

### Ec 332 American Economic History (S: 3)

Study of the causes and social and institutional changes of American economic growth from colonial times to the 20th century. Economic models will suggest primary causes; alternative viewpoints will also be considered.

*James Anderson*

### Ec 333 History of Economic Thought (F, S: 3)

A survey of the main trends of Western economic thought from ancient times to Keynes. The economists' ideas will be related to the socioeconomic and intellectual backgrounds of their times.

*Robert J. Cheney, S.J.*

### Ec 335 French Social and Economic Thought (French Immersion) (S: 3)

Critical review of French (and French language) contributions to social and economic thought in the 17th, 18th and 19th centuries, with readings from representations of the mercantilists, physiocrats, "philosophers," utopian socialists and classical economists. All readings will be in the original, and all class activities will be conducted in French.

*André Danière*

### Ec 337 Women in the American Economy (S: 3)

Some of the complex issues involved in the participation of American women in major areas of economic activity are analyzed. Particular attention is given to an evaluation of the traditional division of labor between the sexes.

*Mary Oates*

### Ec 338 Economic Analysis of Law (S: 3)

*Prerequisite:* Ec 201 or 401, or permission of the instructor

In this course, we utilize microeconomic analysis to evaluate the "performance" of legal institutions, with particular attention to the issue of economic efficiency. We will focus on questions in the common law fields of property, torts, and contracts (and in the theory and practice of criminal law if time permits).

*Christopher Maxwell*

### Ec 339 Welfare Economics (S: 3)

*Prerequisite:* Ec 201 or 401 or permission of instructor

A detailed examination of efficiency and equity (fairness) in economic analysis, with most emphasis on the problems of defining, and achieving, equity. Applications will be wide-ranging, including income distribution, tax policy, public expenditures, and intergovernmental relations. The neo-classical perspective of these issues will receive primary, but not exclusive, attention.

*Richard Tresch*



**Ec 340 Labor Economics (F, S: 3)**

This course will introduce students to the methodology of labor economics primarily from a neo-classical perspective. The principal emphasis will be on theory and empirical work dealing with the supply and demand for labor; the operation of the labor market; and the determination of wages. Special emphasis on applications of theory and empirical findings to policy questions.

*Francis M. McLaughlin*

**Ec 341 The Consumer Revolution in the World Economy (F: 3)**

The Consumer Revolution: the objective, methods and effects of the consumer revolution. Selected areas and industries, *e.g.*, automobiles, credit, health care, food, representing special problems.

*Robert J. McEwen, S.J.*

**Ec 343 Consumer Information and Education (S: 3)**

The economic problem of inadequate consumer information and the sources and methods of improving consumer information. There are no prerequisites for this course.

*Robert J. McEwen, S.J.*

**Ec 344 Topics in Labor Economics and Labor Relations (S: 3)**

*Prerequisite:* Ec 340

This course builds on the material covered in Ec 340. Particular attention will be given to unions and collective bargaining; public sector labor markets; and inflation and unemployment. In addition, students will be introduced to the methodology of industrial relations and topics in industrial and labor relations will be explored in depth.

*Francis M. McLaughlin*

**Ec 347 Economic Dimensions of Education (F: 3)**

1) Exploration of the part played by education and training in the determination of economic growth, income distribution and social opportunities, both in the U.S. and in less economically developed countries. 2) Analysis of the efficiency of education systems, and approaches to the formulation of educational policies and plans (inclusive of education financing).

*André Danière*

**Ec 353 Industrial Organization—Competition and Antitrust (F: 3)**

*Prerequisite:* Ec 201 or Ec 401 or permission of the instructor

An analysis of the relationship of market structure to the market conduct of business enterprises, and of each of these to market performance, will be made, with examples from specific industries. The market performance that results from different types of structure and of conduct will be examined in the light of the objectives of public policy.

*The Department*

**Ec 354 Industrial Organization—Public Regulation (S: 3)**

*Prerequisite:* Ec 201 or Ec 401 or permission of the instructor

Analysis of sources of market failure which encourage direct governmental intervention into market process. Specific areas examined include occupational licen-

sing, natural monopolies, and markets susceptible to destructive competition.

Implications for public policy are assessed.

*Frank Gollop*

**Ec 357 Political Economics I (F: 3)**

An investigation of the distribution of economic and political power in America will be undertaken. The course begins with an inquiry into conservative, liberal, and radical economic perspectives, continues with an empirical study of social class and economic power, investigates corporate wealth and ownership, and finally concludes with a discussion of the role of the state under modern capitalism.

*Barry Bluestone*

**Ec 358 Topics in Modern Political Economics (S: 3)**

*Prerequisite:* Ec 357 or permission of the instructor

An in-depth political economic investigation of up to five of the following topics in political economics: foreign policy and imperialism, poverty and labor markets, education, discrimination and racism, women's liberation and sexism, health care, the environment, militarism, taxation, and the urban crisis.

*Barry Bluestone*

**Ec 361 Monetary Theory and Policy (F, S: 3)**

*Prerequisite:* Ec 202 or 404, or permission of instructor

An analysis of the nature of money and other financial instruments; banks and other financial intermediaries; and central banking in the United States economy. With this background, alternative views of money and economic activity are presented, and the theory and practice of economic stabilization policy are discussed. Relevant topics in international finance are also introduced.

*Christopher F. Baum  
Scott Freeman*

**Ec 363 Topics in Micro Public Policy (S: 3)**

Analysis of current U.S. micro policy issues, with paper and presentations by the students.

*Joseph Quinn*

**Ec 365 Public Finance (F, S: 3)**

*Prerequisite:* Ec 201 or Ec 401 or concurrent; or permission of instructor

An analysis of the micro-economic problems of the public sector in a market economy including: the proper scope of the public sector; decision rules for government expenditures; practical problems of cost-benefit analysis; criteria for a good tax system: special problems of state and local governments. The course stresses current U.S. problems.

*The Department*

**Ec 369 Program Planning and Evaluation (S: 3)**

Not offered 1985–86.

*André Danière*

**Ec 371 International Trade (F: 3)**

*Prerequisite:* Ec 201 or Ec 401 or permission of the instructor

An analysis of the foundations of trade and the principle of comparative advantage, leading to a sophisticated study of

protectionism. Current U.S. protectionist issues will be illuminated. Also, economic warfare, control of international factor movements, and interaction of trade and economic development.

*James Anderson*

**Ec 372 International Finance (F: 3)**

*Prerequisite:* Ec 202 or Ec 402 or permission of instructor.

Monetary aspects of international trade and balance of payments models will be studied under alternative exchange rate regimes. Particular emphasis will be placed upon the effects and role of monetary and fiscal policies as they relate to balance of payments questions.

*Robert Murphy*

**Ec 375 Economic Development (F, S: 3)**

This course considers the economic characteristics of the less developed countries, the theories offered as explanations of the sources of development and the principal issues facing policy makers in these countries.

*André Danière*

**Ec 380 Capital Theory and Finance (F, S: 3)**

*Prerequisite:* Ec 201 or Ec 401 and Ec 151 or Ec 427 or with permission of instructor. Valuation of assets, rates of return, measurement of earnings, finance and securities markets, risk and portfolio choice, and special problems in investment.

*Harold Petersen*

**Ec 391 Transportation Economics (F: 3)**

*Prerequisite:* Ec 201 or 401, or permission of instructor

This course applies the basic techniques of microeconomic analysis to the transportation industry. Both the institutional framework and public policy issues of freight and passenger transportation are examined. Topics to be covered include (1) pricing policies (2) regulatory reform, and (3) public provision of transportation infrastructure.

*Catherine Schneider*

**Ec 394 Urban Economics (F, S: 3)**

*Prerequisite:* Ec 201 or Ec 401.

This course deals with problems facing large U.S. cities—declining incomes and population, substandard housing, congested highways and public transit, rising public expenditures and deterioration of public services. The determinants of land-use—physical, economic and political—are identified and various public policies such as urban renewal, local finance, transportation subsidies, are evaluated.

*The Department*

**Ec 397 Soviet Economic System (F: 3)**

Analysis of factors determining the rate of growth of the Soviet economy and of methods used by Soviet planners in mobilizing resources and in their allocation. Special attention is given to recent reforms of managerial incentives and to the operational efficiency of the Soviet economy.

*Leon Smolinski*

**Ec 398 Comparative Economic Systems (S: 3)**

The main purpose of this course is to acquaint the student with the operational principles of noncapitalist economic sys-



tems such as democratic socialism, Soviet type economies, and Yugoslav market socialism. Special attention is given to the theory and practice of economic planning and to the ways in which various economic systems attempt to achieve rapid growth, efficient resource allocation, and social welfare.

*Leon Smolinski*

**Ec 401 Microeconomic Theory Honors Level (F: 3)**

A more intensive analytical treatment of the same material presented in Ec 201. Some mathematical tools will be developed as needed. Open to anyone who has done well in Principles of Economics and highly recommended for students interested in doing graduate work in economics.

*David Belsley*

**Ec 402 Macroeconomic Theory Honors Level (S: 3)**

A more intensive analytical treatment of the same material presented in Ec 202. Some mathematical tools will be developed as needed. Open to anyone who has done well in Principles of Economics and highly recommended for students interested in doing graduate work in economics.

*Robert Murphy*

**Ec 427 Econometrics I: Probability and Statistics (F: 3)**

*Prerequisite:* Calculus

This course presents the statistical background required as an introduction to the study of econometrics; probability, sampling distributions, statistical problems of point and interval estimation and hypothesis testing.

*Timothy Erickson*

**Ec 428 Econometrics II (S: 3)**

*Prerequisite:* Calculus, and Ec 427 or its equivalent

This course focuses on parameter estimation and hypothesis testing in linear economic relationships. Topics covered include simple and multiple regression, multicollinearity, heteroskedasticity, serial correlation, specification errors, errors in variables, and an introduction to simultaneous equation estimation.

*Timothy Erickson*

*Joseph Quinn*

**Ec 403–497 Departmental Seminar Series (F, S: 3)**

Each semester the Department will offer up to five small seminar style courses in economic theory or policy, limited to 15 students each. The seminars are intended to create possibilities for student-student and student-faculty interaction that do not exist in the larger Ec 300 electives. The seminar series is part of the Honors program in that an Honors candidate must choose at least three seminars as three of his/her ten courses, but the seminars are open to non-Honors students as well. Any major with a solid record in Principles and the Theory courses is encouraged to participate.

*The Department*

**Ec 498 Senior Honors Thesis (S: 3)**

Required of all Seniors seeking a degree with Honors in Economics.

*The Department*

**Ec 600–601 Scholar of the College (F: 3–S: 3)**

Other courses in the Department's repertory, offered on a non-periodic basis, include:

**Ec 135–136 Principles of Economics—French Immersion**

**Ec 348 Education and Economic Development**

**Ec 351 Economics of Information**

**Ec 369 Program Planning and Evaluation**

**Ec 403 Seminar: Topics in Micro Theory**

**Ec 404 Seminar: Economic Stabilization**

**Ec 433 Seminar: History of Economic Thought**

**Ec 441 Seminar: Topics in Consumer Economics**

**Ec 443 Seminar: Consumer Dispute Resolution**

**Ec 453 Seminar: Topics in Industrial Organization**

**Ec 454 Seminar: Economics of Regulation**

**Ec 455 Seminar: Antitrust Policy**

**Ec 466 Seminar: Topics in Taxation**

**Ec 471 Seminar: Topics in International Trade**

**Ec 480 Seminar: Topics in Financial Markets**

**Ec 482 Seminar: Topics in Capital Markets**

**Ec 495 Seminar: Local Public Finance**

**Ec 496 Seminar: Topics in Economic Planning**

**English**

**Faculty**

**Professor Leonard R. Casper**, A.B., A.M., Ph.D., University of Wisconsin

**Philomatheia Professor P. Albert Duhamel**, A.B., College of the Holy Cross; A.M., Boston College; Ph.D., University of Wisconsin

**Professor Anne D. Ferry**, A.B., Vassar College; A.M., Ph.D., Columbia University

**Professor Richard E. Hughes**, A.B., Siena College; A.M., Boston College; Ph.D., University of Wisconsin

**Professor John L. Mahoney**, A.B., A.M., Boston College; Ph.D., Harvard University

**Professor John J. McAleer**, A.B., A.M., Boston College; Ph.D., Harvard University

**Professor Kristin Morrison**, A.B., Immaculate Heart College; A.M., St. Louis University; Ph.D., Harvard University

**Professor Richard J. Schrader**, A.B., Notre Dame University; A.M., Ph.D., Ohio State University

**Professor E. Dennis Taylor**, Chairman of the Department  
A.B., College of the Holy Cross; A.M., Ph.D., Yale University

**Adjunct Professor Sr. Elizabeth S. White**, R.S.C.J., A.B., Manhattanville College; A.M., Radcliffe College; Ph.D., Catholic University

**Professor Judith Wilt**, A.B., Duquesne University; Ph.D., Indiana University

**Associate Professor Joseph A. Appleyard**, S.J., A.B., Boston College; Ph.D., Harvard University

**Associate Professor Henry A. Blackwell**, A.B., Morgan State College; M.A., Ph.D., University of Chicago

**Associate Professor Rosemarie Bodenheimer**, A.B., Radcliffe College; Ed.M., Harvard University; Ph.D., Boston College

**Associate Professor Adele M. Dalsimer**, A.B., Mt. Holyoke College; M.S., Hunter College; Ph.D., Yale University

**Associate Professor Paul C. Doherty**, A.B., College of the Holy Cross; A.M., Boston University; Ph.D., University of Missouri

**Associate Professor John J. Fitzgerald**, A.B., A.M., Boston College; A.M., Ph.D., Fordham University

**Associate Professor Dayton Haskin**, A.B., University of Detroit; A.M., Northwestern University; B.D., University of London; Ph.D., Yale University

**Associate Professor Robert Kern**, A.B., City College of New York; A.M., Ph.D., Harvard University

**Associate Professor Paul Lewis**, A.B., City College of New York; A.M., University of Manitoba; Ph.D., University of New Hampshire

**Associate Professor Joseph A. Longo**, B.S., M.Ed., A.M., Ph.D., Rutgers University

**Associate Professor Robin R. Lydenberg**, A.B., Barnard College; A.M., Ph.D., Cornell University

**Associate Professor John F. McCarthy**, A.B., Harvard University; A.M., Ph.D., Yale University

**Associate Professor Daniel L. McCue, Jr.**, A.B., Boston College; A.M., Ph.D., Columbia University

**Associate Professor John H. Randall, III**, A.B., Columbia University; A.M., University of California at Berkeley; Ph.D., University of Minnesota

**Associate Professor Robert E. Reiter**, A.B., St. Bonaventure College; Ph.D., University of Michigan

**Associate Professor Cecil F. Tate**, A.B., University of Maryland; A.M., Ph.D., Emory University

**Associate Professor Andrew J. Von Hendy**, A.B., Niagara University; A.M., Ph.D., Cornell University

**Associate Professor William Youngren**, A.B., A.M., Ph.D., Harvard University

**Assistant Professor Raymond G. Biggar**, A.B., Bowdoin College; M.A.T., Harvard University; Ph.D., University of Wisconsin

**Assistant Professor Robert L. Chibka**, B.A., Yale University; M.F.A., University of Iowa; M.A., Ph.D., Cornell University

**Assistant Professor Joseph M. McCafferty**, A.B., A.M., Boston College

**Assistant Professor Frances L. Restuccia**, B.A., M.A., Occidental College; Ph.D., University of California at Berkeley

**Assistant Professor Francis W. Sweeney**, S.J., A.B., College of the Holy Cross;



Ph.L., Weston College; A.M., Boston College

**Assistant Professor Christopher P. Wilson,**  
A.B., Princeton University; Ph.D., Yale University

## Program Description

In an academic milieu fragmented into departments and specialized disciplines, the study of literature is one of the few remaining elements of the old liberal education which still offers students a point of view from which they can integrate the diversity of their own experience. Language is the mirror of the human mind and literature the record of its preoccupations—intellectual, aesthetic, psychological, political and social, historical, moral and religious. The study of literature is thus a schooling in human experience, and its primary use is for the development of those who study it. It is also, of course, good training for any field in which understanding of behavior is valued. And the tools used, because they deal with language and the forms of expression, have applicability in any kind of work where precise and effective communication is important. English majors can develop these skills to a considerable degree while undergraduates, and non-majors will find that taking even a few well-chosen courses beyond the Core requirement can widen their knowledge of literature and sharpen their linguistic abilities.

## Requirements for a Major

1. Students normally begin an English major in their sophomore year, after having had two semesters of the Core course or its equivalent. In addition to the two Core courses, students must take ten courses from the Department's offerings. These must include the following required courses: En 201: *Studies in Poetry* and then En 202: *Practice of Criticism*. These courses are normally taken in sequence in the sophomore year. Both courses train students intensively in the close reading of literary texts and in writing with critical awareness about literature.

2. Also required are two courses to fulfill the literary history requirement. One of these courses must be in an historical period prior to 1700. Courses satisfying the literary history requirement are:

Literary History I: Chaucer to Spenser  
Literary History II: Donne to Dryden  
Literary History III: Pope to Keats  
Literary History IV: Tennyson to Eliot

These may be taken at any time in the student's major, but preferably after the completion of *Studies in Poetry*. Also satisfying the literary history requirement are the following sophomore survey courses:

Survey I: Beginnings to 1700

Survey II: 1700 to Present

Major American Writers I

Students who have a special interest in American literature are advised to take Major American Writers I at this point, as a foundation for later courses. Of these courses, only Literary History I, Literary History II, and Survey I satisfy the pre-1700 requirement.

Other courses may be useful, particu-

larly in the sophomore year, to fill in students' knowledge of the background out of which English literature developed: Classical and Biblical Backgrounds of English Literature, Major American Writers II. At this point, students should be in a position to begin making their own choices about how they will complete the major requirements. They will have a great many options from among the thirty or so electives the Department offers each semester in English and American literature, in Irish studies, in writing, in the different genres, and in particular themes. By senior year students will have the opportunity to focus on some well-defined topics (individual authors, important single works, specialized themes). Each year the Department will offer Senior Seminars, to enable students, usually seniors, to work closely with a faculty member on a topic of special interest.

## Individually Designed Major

As in the past, students may also fulfill the major requirements by an alternate method. With the aid of an advisor and the approval of a Departmental committee, they may design an individualized sequence of courses which suits their own special interests. This plan is particularly appropriate for students interested in interdisciplinary work—for example, in American Studies. Students who satisfy their major requirements this way may count for English credit up to two courses taken in other departments. This plan must be approved by the Chairman and the student's Department advisor by the end of the first semester of junior year.

## English Courses for Non-Majors

Students majoring in other subjects have always been welcome in English courses, for the diversity of viewpoint and variety of knowledge they often bring with them. From the students' point of view, English courses offer the enjoyment of reading good literature; insight into history, culture, and human character; and a chance to polish skills of reading and writing. Students who are not English majors, however, should consider the degree of difficulty of particular courses and the preparation other students are likely to have. Course descriptions, particularly the more detailed ones which the Department distributes in advance of each registration period, are useful sources of this kind of information.

## Irish Studies Program

Irish Studies offers an interdisciplinary approach to the culture and society of Ireland. Individual courses cover the areas of social, political, and economic history, literature, medieval art, sociology, and the Irish language. In addition, there are several courses that are jointly taught by faculty from various disciplines. These include: a three-semester sequence of courses integrating the history and literature of Ireland, from the eighteenth to the twentieth centuries, a study tour of Ireland, a one-semester course culminating in three weeks of field study in Ireland.

Irish Studies offers a junior-year Irish

Studies Program at University College, Cork, which provides intensive exposure in areas of Irish culture not normally available in the United States, such as Irish ethnography, folklore, and anthropology. Interested students should apply to the Junior Year Abroad Office or see Professors Dalsimer and O'Neill of the English and History Departments.

Students interested in studying the Irish language should consult the Evening College Catalogue.

## Minor in Secondary Education

Students in the College of Arts & Sciences majoring in English may apply to minor in Education, in order to gain certification for teaching. The program begins in the Junior Year. Interested students should contact the Coordinator of Secondary Education or the Associate Dean in the School of Education during the first semester in sophomore year. They should also consult the English Department's advisor for students in this program, John J. Fitzgerald, Carney 451.

## University of Nijmegen Student Exchange

The English Departments of Boston College and the University of Nijmegen in the Netherlands exchange one student each year. Usually a junior English major goes to Nijmegen, and a graduate student comes here. Tuition is waived for both students. Nijmegen is a city of some 150,000 inhabitants located on the Rhine near the German border, and the university has 16,000 students, about 350-400 in the English Department. The Boston College student may attend both undergraduate and graduate courses. All teaching in the department is done in English, and outside the English Department faculty and students usually have a fair knowledge of English. Interested students should apply to the Chairman of the English Department by late February.

## Honors Program

The English department offers an honors program for English majors. Students admitted to the program will write an honors thesis. Honors students are also encouraged to take at least one of the Department seminars. Seminars offered in 1985-86 include En 340, 346, 423, 453, 486, 560 and Un 105 (En 379). For details, see Professor Dayton Haskin.

## Course Offerings

**NOTE: The numbering system for English courses was changed and expanded in the 1981-82 Bulletin. Some numbers in the new system may designate courses which had different numbers before 1981-82.**

**En 021-022 Critical Reading and Writing (F: 3-S: 3)**

A two-semester course designed to train students in the reading, analysis, and understanding of literature and in the writing of expository and persuasive prose. The literature includes significant works of drama, prose fiction, essay, and poetry. Regular writing assignments, carefully ex-



amined and discussed, are an important part of the course. En 021–022 fulfills the Core requirement in English.

*The Department*

**En 031 Advanced Critical Reading and Writing (F: 3)**

A one-semester course designed exclusively for students who have done advanced placement work in high school. While class meetings are devoted to the analysis of a range of literary texts (drama, fiction, and poetry) by major authors, critical writing is also an important component of the course. Open only to AP students (who score 3, 4, or 5 on the AP test). This course or any other Core section will fulfill the one-semester requirement for AP students who receive a score of 3. Note: AP students will need a total of 12 English courses for the English major.

*Paul Doherty  
Dennis Taylor*

**En 041–042 English for Foreign Students: Intermediate (F: 3–S: 3)**

This course is designed to enable Boston College students and personnel whose native language is not English to acquire the fluency and skill in English—speaking, listening, writing and reading—necessary to function satisfactorily—academically and socially—in the Boston College community.

It is intended for Intermediate students only, *NOT* for beginning students.

During the Fall semester, the emphasis is on speaking and listening with understanding, accompanied by writing assignments and the reading of short stories. The sounds and structures of English are examined. The second semester is a continuation of the first, with a quick grammatical review, and with greater concern for reading short stories and a novel, and for expository writing.

En 041–042 is a credit course for undergraduates; but it does *NOT* fulfill the Core requirement in English. It is a non-credit course for graduate students, staff, faculty spouses, etc.,

**En 043–044 English for Foreign Students: Advanced (F: 3–S: 3)**

This course is designed to fulfill the Core requirement in English for students whose native language is not English. It is *NOT* intended for foreign students whose competence in English is very close to that of native students. Such students should enroll in En 021–022.

Grammar, pronunciation, the structure of the English sentence and expository writing are discussed both semesters. The literature read critically will include the short story and novel the first semester, and drama and poetry the second.

*The Department*

**Un 105–106 (En 379–380) Perspectives on Modernism (F: 6–S: 6)**

A full-term course in the literature, music, and visual arts usually connected with the term modernism. The first eight weeks of the term will be devoted to literature, the last five of the first term and the first five of the second to music, and the last eight of the second term to the visual arts. Among authors read during the literature segment will be Baudelaire, Dostoevsky,

Ibsen, Eliot, Kafka, and Joyce. The composers listened to during the music segment will include Wagner, Debussy, and Stravinsky; there will also be at least one week on jazz. The visual arts segment will emphasize not only painting but also sculpture and architecture. Classes will mainly be conducted in open discussion rather than as lectures. This course fulfills 3 credits per semester of the English major requirement and 3 credits of the Philosophy core requirement.

*Joseph Appleyard, S.J.  
William Youngren*

**En 110 Classical and Biblical Backgrounds of English Literature (F: 3)**

A course designed to acquaint students with the classical and biblical texts which form the background of so much English literature—Homer’s *Iliad* and *Odyssey*, Virgil’s *Aeneid*, the Greek dramas, and some of the principal books of the Bible.

*Andrew Von Hendy*

**En 201 Studies in Poetry (F, S: 3)**

Close reading of poetry, developing the student’s ability to ask questions which open poems to analysis, and to write lucid interpretative papers.

*Rosemarie Bodenheimer  
Robert Chibka  
Adele Dalsimer  
Dayton Haskin  
Robert Kern  
Robin Lydenberg  
John McCarthy  
Robert Reiter  
Anne Ferry  
Andrew Von Hendy  
Judith Wilt*

**En 202 Practice of Criticism (F, S: 3)**

This course is designed for English majors who have completed Studies in Poetry. It is meant to promote intelligent writing about literary texts, embracing a variety of genres (fiction, drama, and poetry). While its concerns will include the sharpening of editorial skills and the development of techniques for research, its principal aim will be encouraging the sort of independent thinking that characterizes effective criticism in all its varieties. Limited enrollment.

*Joseph Appleyard, S.J.  
P. Albert Duhamel  
Richard Hughes  
John McCarthy  
Frances Restuccia  
Elizabeth White, R.S.C.J.  
Christopher Wilson  
Judith Wilt  
William Youngren*

**En 210 Survey of English Literature I (F: 3)**

A study of the major authors in English literature from Beowulf to Milton.

*John Fitzgerald  
Elizabeth White, R.S.C.J.*

**En 211 Survey of English Literature II (S: 3)**

A study of the major authors in English literature from Dryden to Auden.

*John Fitzgerald  
Elizabeth White, R.S.C.J.*

**Literary History**

These courses cover major writers in different genres, and aim at giving students a sense of the issues and idioms and of the changes and continuities across the periods covered.

**En 221 LH I: Chaucer to Spenser (F, S: 3)**

*Raymond Biggar  
Robert Reiter*

**En 222 LH II: Donne to Dryden (F, S: 3)**

*Dayton Haskin  
Joseph Longo*

**En 223 LH III: Pope to Keats (F: 3)**

*Daniel McCue*

**En 224 LH IV: Tennyson to Eliot (S: 3)**

*John McCarthy*

**En 262 Society and the Self in American Literature (F: 3)**

A study of the search for identity and the cultural and psychological forces which define the nature and limits of the guest. Novels by Hawthorne, Melville, James, Dreiser, Malamud, and Bellow are among the works that will be read.

*Henry Blackwell*

**En 292 Major English Satirists: Chaucer to Byron (S: 3)**

English literature is especially rich in satire. This course will analyze and discuss the chief satirical writings of Chaucer, Dryden, Swift, Pope, Johnson, Byron, and one or two lesser figures. Emphasis will be focused on the targets and methods of satire, and the poses and attitudes of the satirist.

*Daniel McCue*

**En 316 Chaucer (F: 3)**

A close reading of The Canterbury Tales, with discussion of the relevant fourteenth century background.

*Raymond Biggar*

**En 319 Dante and the Middle Ages (F: 3)**

The *Vita Nuova* and the *Commedia* will be studied in the context of the Medieval world from a 20th century perspective. The texts will be read in translation. The method will be lecture and discussion with a certain amount of practice in written analysis.

*Elizabeth White, R.S.C.J.*

**En 321 The Viking Age of Britain (S: 3)**

We will study the literature composed when Britain was being populated by successive waves of invaders. The readings demonstrate the variety of cultures that contributed to the making of England: Celtic folktales, Scandinavian sagas, Roman and Christian historians, English battle poems. Texts include Tacitus, Bede, *Grettir’s Saga*, the *Mabinogi*, and finally the epic *Beowulf*, which will be read closely as the crowning literary achievement of Anglo-Saxon England. In addition we will examine shorter pieces—allegories, riddles, elegies, minor heroic poems—illustrating the range of learning and literature in early England. All readings are in modern English translations.

*Richard Schrader*



**En 323 (Ed 323) Reading Instruction in the Secondary School (S: 3)**

A course that includes principles and practices of developmental and remedial reading instruction at the junior and senior high school levels. There will be particular emphasis on teaching reading in content areas.

John Savage

**En 326 Shakespeare I: Comedies/Histories (F: 3)**

A study of selected comedies from the canon. The course will trace the development of Shakespeare and Renaissance theories of love (esp. Plato, Christian ideals, and courtly love) and of history. The approach will be through an awareness of Shakespeare as philosopher' (the history of ideas) and dramatist' (Renaissance theatrical conventions). The plays selected for intensive analysis are *Love's Labour's Lost*, *A Midsummer Night's Dream*, *The Tempest*, *Richard II*, and the first part of *Henry IV*.

P. Albert Duhamel  
Joseph Longo

**En 327 Shakespeare II: Tragedies/Romances (S: 3)**

A study of the canon from 1600–1610. The focus will be Shakespeare's examination of tragedy—its protagonist, experience, ideas, etc.—and the probability of its resolution. The approach will be through an awareness of Shakespeare as philosopher (the history of ideas) and dramatist (Renaissance theatrical conventions). The plays selected for close analysis will be *Hamlet*, *Troilus and Cressida*, *Lear*, *Macbeth*, and *Antony and Cleopatra*. The course is designed to offer the student of Shakespeare an introduction to the man and his milieu, with primary emphasis given to the plays rather than the general background.

P. Albert Duhamel  
Joseph Longo

**En 332 The English Renaissance (F: 3)**

A survey of the major verse and prose works from the *Utopia* of Thomas More to the *New Atlantis* of Francis Bacon with special emphasis, as in the study of the sonnet sequences, upon the evolution of literary forms, and, as in the consideration of *The Faerie Queene*, upon the complex of ideas which constituted the Elizabethan world view.

P. Albert Duhamel

**En 333 Shakespeare and Donne (S: 3)**

A study of the literature of love in the last years of Queen Elizabeth and the first years of King James. Special attention will be afforded to melancholy lovers, such as Romeo, Hamlet and the youthful Jack Donne. The principal readings will include *As You Like It*, *Hamlet*, *Romeo and Juliet*, *Antony and Cleopatra*, and the *Sonnets* of Shakespeare — and the *Elegies*, *Songs and Sonnets*, and *Divine Poems* of Donne.

Dayton Haskin

**En 340 Milton (F: 3)**

Seminar.

Readings in Milton's poetry and prose: these studies, although they will seek to situate Milton among his contemporaries—poets, princes, and parliamentarians—will be directed chiefly to *Paradise Lost* and other major poems.

Anne Ferry

**En 346 Donne, Herbert and Vaughan (S: 3)**

Seminar.

A close reading of the lyrical poetry of three 17th-century poets, with ancillary reading in the background and theoretics of the period.

Richard Hughes

**En 351 British Romantic Poets (F: 3)**

A study of the major English Romantic poets: Wordsworth, Coleridge, Blake, Keats, Shelley and Byron—their lives, their poetry, their culture. Some attention will be given, in passing, to other writers of the period.

J. Robert Barth, S.J.

**En 357 The Enlightenment and English Literature (F: 3)**

Studies in the development of the Neoclassic spirit in 18th-century English literature. The course will concentrate on poetry, satire, literary criticism, and moral and political philosophy, and major figures to be studied will be Alexander Pope, Jonathan Swift, Samuel Johnson, and Edmund Burke. There will be a continuing concern with the impact of the European Enlightenment on the literature.

John Mahoney

**En 364 19th Century British Fiction (S: 3)**

Close study of major novels by Austen, Dickens, Bronte, Eliot, and Hardy, emphasizing both the internal structures and visions of the novels and writers' different ways of making fictions about central Victorian social issues. Mostly discussion, with some brief historical lectures.

Rosemarie Bodenheimer

**En 367 19th Century Narratives: Fiction and Autobiography**

Versions of the self in 19th-century narratives: the autobiography in fictions and the fiction in autobiographies. Works by Wordsworth, Carlyle, Dickens, C. Bronte, Ruskin, Pater, Wilde, and others.

John McCarthy

**En 368 19th Century British Women Writers (F: 3)**

A course on the writing of 19th-century British women: Austen, Mary Shelley, Emily and Charlotte Bronte, Mrs. Gaskell, Christina Rossetti, and George Eliot. The 19th century produced an explosion of brilliant writing by women, and we will consider why. Further, we will consider whether these authors establish a female literary tradition. We will work as a group to generate answers to these questions. I welcome students of both sexes.

Frances Restuccia

**En 369 Victorian Poets (S: 3)**

What makes a poet "Victorian"? What makes a Victorian man or woman a "poet"? What social, political, aesthetic and gender issues of the Victorian era lend themselves especially to poetry? How do the immutable concerns of poetry in all ages — mutability, immortality, transcendence, sensuality — acquire a particularly "Victorian" twist? This course will study these and other questions while following the careers of five major Victorian poets, Elizabeth Barrett Browning, Robert

Browning, Tennyson, Swinburne, and Kipling.

Judith Wilt

**En 370 The World, the Church, and the Novel (F: 3)**

A study of important novels which chronicle the individual's struggle with key issues of Catholic faith. Some of these individuals are priests and nuns, some are searching adolescents or bewildered adults: for all of them the human world and the mystery of faith are equally profound sources of meaning, whether the struggle ends in alienation from one or the other, or reconciliation. The course will begin by examining Chaucer's classic figure, The Wife of Bath, and reading Scott's treatment of the Reformation in *The Abbot*: other works will include Mary Ward's *Helbeck of Bannisdale*, Joyce's *Portrait of the Artist As a Young Man*, Hemingway's *The Sun Also Rises*, Greene's *The Heart of the Matter*, O'Connor's *The Edge of Sadness*, Gordon's *The Company of Women* and Robert Stone's *A Flag for Sunrise*.

Judith Wilt

**En 375 D. H. Lawrence: Novels (F: 3)**

A study of four major novels (*Sons and Lovers*, *The Rainbow*, *Women in Love*, and *Lady Chatterley's Lover*) along with a wide selection of Lawrence's short stories that have a direct or analogical relationship to those novels.

Richard Hughes

**En 378 Modern Drama II (S: 3)**

This course will examine certain comic forms in modern English-language drama, through careful study and discussion of three or four plays each by George Bernard Shaw, Sean O'Casey, and Samuel Beckett.

Kristin Morrison

**En 381 Modern Poetry (S: 3)**

Readings in the poetry of Hardy, Frost, Yeats, and Eliot.

Anne Ferry

**En 386 The Modern European Novel (S: 3)**

A course on the "modernity" of six major European novelists of the early twentieth century: James, Proust, Gide, Woolf, Joyce, Mann. Min-lectures will be mixed with class discussion.

Frances Restuccia

**En 387 Studies in Modern British Fiction (F: 3)**

Grouping early 20th-century British writers with more contemporary ones, this course will focus on the ways narratives dramatize tensions between interior experience and political or social orders in novels of Joseph Conrad, E.M. Forster, D.H. Lawrence, Nadine Gordimer, and Doris Lessing. Primarily a discussion class, with some brief lectures.

Rosemarie Bodenheimer

**En 401.01 Major American Writers I (F: 3)**

Four major writers of The American Renaissance, Hawthorne, Melville, Thoreau and Whitman.

Cecil Tate



**En 401.02 Major American Writers I (F: 3)**

An introduction to American Literature from its beginnings to 1870, focusing on the work of the Puritans, Franklin, Poe, Emerson, Thoreau, Hawthorne, Melville, and Whitman.

Henry Blackwell

**En 401.03 Major American Writers I (F: 3)**

An introduction to American literature from 1620 to 1860. Bradstreet, Taylor, Franklin, Poe, Emerson, Thoreau, Hawthorne, Melville, and Whitman.

Paul Lewis

**En 401.04 Major American Writers I (F: 3)**

A study of the American literary tradition as it developed in the 19th century. Readings in the major Transcendentalists (Emerson, Thoreau), poets (Whitman, Dickson), writers of romantic fiction (Poe, Hawthorne, Melville).

John H. Randall, III

**En 402.01 Major American Writers II (S: 3)**

Establishment of criteria by which naturalistic and/or realistic content of a work of fiction is determined. Considerations of counter-romantic commitments of such literature and its success in putting existing norms to rout. A close reading of Crane, James, Wharton, Anderson, Hemingway, Fitzgerald, Dreiser, Capote, Salinger, and Knowles. Lectures, with students having options of interrupting to give or seek information.

John McAleer

**En 402.05 Major American Writers II (S: 3)**

Extensive reading of fiction by Fitzgerald, Hemingway, Faulkner, Joyce Carol Oates, and Anne Tyler; with side comments on parallel forms and purposes among modern American poets and playwrights.

Leonard Casper

**En 403 Willian Dean Howells and Mark Twain (S: 3)**

This course is devoted to an in-depth study of two Victorian Americans who were successful writers, social critics, and best friends. Much of the course will involve close reading of their novels, short stories, and moral fables; in addition, however, time will be spent on available biographical and historical materials.

Christopher Wilson

**En 409 (Bk 409) Afro-American Fiction: Eight Major Texts (S: 3)**

A study of Paul Laurence Dunbar's *Sport of the Gods*, Jean Toomer's *Cane*, Zora Neale Hurston's *Their Eyes Were Watching God*, James Baldwin's *Go Tell It on the Mountain*, Richard Wright's *The Outsider*, Ralph Ellison's *Invisible Man*, Toni Morrison's *Song of Solomon*, and Alice Walker's *The Color Purple*.

Henry Blackwell

**En 410 Early American Novel (F: 3)**

An investigation of the origins and early development of the novel in America, with emphasis on its sources in the 18th-century British novel and the search for forms and themes suitable to nationalistic

political and social ideals in the Early Republic. Readings will include novels by William Hill Brown, Charles Brockden Brown, John Neal, Cooper, Poe and Hawthorne.

James Wallace

**En 416 Recent Fiction by American Women (F: 3)**

Study of resilience in fiction by such writers as Tillie Olsen, Grace Paley, Joan Didion, Joyce Carol Oates, Susan Sonntag, Sylvia Plath, and Toni Morrison, with some attention paid to precedents set by Katherine Anne Porter and Eudora Welty.

Leonard Casper

**En 418 (Bk 106) African-American Literature I (F: 3)**

A survey of African-American literature from its oral beginnings through the Harlem Renaissance and Depression years. The course explores the answers to such questions as: What are some of the major elements of literature by African-Americans? Who are the major authors: What are the major works? Are there elements of style, theme, and subject that are characteristic of literature by Black Americans? What is the relationship between the oral and the written literature?

Fahamisha P. Brown

**En 423 Brown, Poe, and Hawthorne (F: 3)**

Seminar.

A study of three early American Fiction Writers: Charles Brockden Brown, Edgar Allan Poe, and Nathaniel Hawthorne. Works read will include Brown's *Wieland*, *Edgar Huntly*, and *Ormond*, Poe's short fiction, criticism, and *The Narrative of Arthur Gordon Pym*, and Hawthorne's short fiction and major romances.

Paul Lewis

**En 432 Literature and Society in the 1920's (F: 3)**

Taking its themes from the literary and social criticism of H.L. Mencken, the course examines the "carnival of buncombe" in which he lived. Among his interests were the changing South, the emancipated woman, and the American language, subjects which brought forth some of his best and most humorous writing. The other authors (many of whom he championed) include William Faulkner (*Sartoris*), Joseph Hergesheimer (*Java Head*), F. Scott Fitzgerald (*Flappers and Philosophers*), Frances Newman (*The Hard-Boiled Virgin*), Anita Loos (*Gentlemen Prefer Blondes*), Ring Lardner (stories), and Elmer Rice (plays). Time permitting, the poetry, popular songs, and journalism of the decade will also be studied.

Richard Schrader

**En 449 Fitzgerald and Hemingway (S: 3)**

A chronological survey of the works of F. Scott Fitzgerald and Ernest Hemingway, studying both the man and the myth to show how each was victimized by the myth in different ways.

John H. Randall III

**En 451 Society and Literature of the Thirties (F: 3)**

A study of the social, political, and economic ideas embodied in selected works of Nathanael West, John Dos Passos, Clifford

Odets, John Steinbeck, William Faulkner, Ernest Hemingway, Thomas Wolfe, Richard Wright, in an attempt to discover whether social relevance and aesthetic worth are necessarily incompatible.

John H. Randall III

**En 453 The American Poetic Difference: Ideas of Poetry in the New World (F: 3) Seminar.**

By selectively attending to a variety of 19th and 20th century texts, this course will focus on the question of the distinctiveness of American poetry, in theory and practice, from several perspectives (political, aesthetic, ecological, etc.). Major writers to be considered will include Emerson, Whitman, Dickinson, Frost, Stevens, and Williams in relation to such questions as: What is the social role of the poet in the New World? Can a society democratically defined sustain a literature at all? What relationship can or *should* there be between an American literature and that of the Old World? And what is the proper language and form of an American poetry?

Robert Kern

**En 467 Post Modern American Fiction (S: 3)**

Techniques, motifs and open meanings of Fabulism: in Vonnegut, Barth, Gardner, Pynchon, Oates, and others.

Leonard Casper

**En 475 American Women Poets (S: 3)**

A study of traditions, influences, and experiments in the poetry of American women. Poets to be read include Anne Bradstreet, Emily Dickinson, H.D., Gwendolyn Brooks, Elizabeth Bishop, Denise Levertov, and Adrienne Rich.

Carol Hurd Green

**En 486 Pope and Fielding (S: 3)**

Seminar.

Johnson called Pope's poetry "a velvet lawn, shaven by the scythe, and leveled by the roller;" Coleridge likened Fielding's novels to "an open lawn on a breezy day in May." To survey these two lawns is to encounter two writers who, while embracing and extending classical traditions, were both great innovators in the literature of their time. By juxtaposing the most accomplished poet of his century and a master of the comic novel, we hope to enhance our appreciation of both writers, of the importance of their works, and of the genres to which they contributed their efforts. Student participation will be a crucial element of the seminar format.

Richard Chibka

**En 487 The Development of the Novel: Highlights in Western Fiction (F: 3)**

This course will cover, very broadly, the development of the novel in the West from the 17th to the 20th century. The readings will include five major works of fiction: Cervantes' *Don Quixote*, Sterne's *Tristram Shandy*, Flaubert's *Sentimental Education*, Bulgakov's *The Master and Margarita*, and one final text to be announced. We will be discussing such issues as the changing relationship between narrator and reader, the tension between the demand for novelty and the restrictions of tradition, between the imagination and history, between language and the body. We will attempt to explore the complexity of these



works on several levels: aesthetic, philosophical, psychological, and political.  
*Robin Lydenberg*

**En 488 Literature, Society, and Politics (S: 3)**

The problems involved in reading literature as a vehicle of social and political values. A number of older and contemporary writers will serve as material for analysis.  
*Joseph Appleyard, S.J.*

**En 491 Contemporary American Short Fiction (S: 3)**

Is there still life in the short story, after Hemingway and Faulkner? Witness the variety of achievement by such writers as Updike, Cheever, Bellow, Vonnegut, Ursula LeGuin, Joyce Carol Oates, Capote and Flannery O'Connor. Prime examples are drawn from the wealth available in the *Norton Anthology of Short Fiction*. Beyond the pleasure principle, attention is given to changes in taste, as literary techniques reflect postwar concerns both national and international.  
*Leonard Casper*

**En 492 American Autobiography (F: 3)**

A study of the crucial works of American autobiography of Benjamin Franklin, the education of Henry Adams, *Notes of a Son and Brother*, by Henry James, and *The Autobiography of Everybody*, by Gertrude Stein.  
*Cecil Tate*

**En 493 (Hs 548) Literature and Social Thought in America (F: 3)**

This course is concerned with the role of the intellectual in America during the first half of the 20th century. In part, it will consider whether creative writers and social critics have had much formative influence on events, or whether they have been mainly reflectors and protestors. We will discuss several key groupings of intellectuals: among others, the "Naturalists" (Up-ton Sinclair); the "Awakeners" (Randolph Bourne, Lewis Mumford, Van Wyck Brooks, John Reed); the "Expatriates" (Malcolm Cowley, Joseph Wood Krutch) and Depression-era leftists (Mike Gold, Tillie Olsen, Richard Wright, Lionel Trilling). We will focus on the ways these writers responses to social issues formed patterns of thought and action.  
*Alan Lawson*  
*Christopher Wilson*

**En 502 (Is 502) (Sc 502) Abbey Theatre Summer Workshop (F, S, Summer: 6)**

The Abbey Theatre Program, a six-week Summer Workshop in Dublin, consists of an intensive five weeks of classes, lectures, and demonstrations by members of the Abbey Theatre Company in acting, directing, production, and management, culminating in the staging of an Irish play. There will also be lectures in the history of Irish theatre. A week of travel, at will, in Ireland will be provided at the end of the workshop. Interested students should apply to Professor Kristin Morrison, English Department before March 1.  
*Kristin Morrison*

**En 503 Playwriting Workshop (S: 3)**

This workshop will examine techniques of methods of writing plays by considering work submitted by members of the class.  
*Tomas MacAnna*

**En 504 The Abbey Theatre: Plays and Playwrights (S: 3)**

This course will consider the growth and development of Ireland's national theatre. Readings will include the major plays written for the Abbey Theatre since its inception a century ago.  
*Tomas MacAnna*

**En 508 James Joyce (S: 3)**

The life and writings of Joyce and the historical context in as much detail as possible.  
*Adele Dalsimer*

**En 511 (Hs 439) Images of Independence (F: 3)**

This course will examine the social and political changes of the post revolutionary period in Ireland and their effects upon the intellectual and cultural life of the nation through an examination of the literary heirs of the Revolution.  
*Adele Dalsimer*

**En 512 (Sl 343) Old Irish (S: 3)**

A descriptive and historical examination of the linguistic features of Old Irish among the Celtic and Indo-European languages; the reading of Early Irish texts. Offered triennially.  
*Michael J. Connolly*

**En 515 Irish Renaissance (F: 3)**

The writings of the major and some less well known contributors to the Irish literary renaissance will be studied and their place in the cultural movement considered. Included among the writers will be Yeats, Synge, and Lady Gregory.  
*Adele Dalsimer*

**En 524 (Ed 140) Children's Literature I (F: 3)**

Treatment is given to the classic modes of children's literature, fairy tales and myths, while at the same time discussing more modern modes, poetry and the novel. Attention is also given to the illustrations in children's literature. There is some focus on the application and use of children's literature in the elementary classroom. Authors examined include Perrault, the Brothers Grimm, Andersen, Twain, Barrie, Grahame, E. B. White, C. S. Lewis, Edith Hamilton, Kipling and Laura Ingalls Wilder.  
*Bonnie Rudner*

**En 525 (Ed 141) Children's Literature II (S: 3)**

Treatment is given to the literature appropriate for young adolescents and young adults. Authors examined include Alcott, Tolkein, J. D. Salinger, Twain, Jack London, Harper Lee, S. E. Hinton, Baum, and Bradbury. Ed 140 is a prerequisite to this course.  
*Bonnie Rudner*

**En 527 (Sl 311) General Linguistics (F: 3)**

An introduction to the history and techniques of the scientific study of language in its structures and operations: articulatory and acoustic phonology, morphological analysis, historical reconstruction, and syntactic models. Offered annually  
*Michael J. Connolly*

**En 528 (Sl 325) Historical Linguistics (S: 3)**

An empirical study of the phenomenon of

language change, of languages, dialects, and linguistic affinities, through a close examination of two methods, comparative linguistics and internal reconstruction, as used for projecting earlier stages of language groups. The course examines how language change affects the phonological structure of a language, the grammar, the semantic relations, and the interrelation of material and linguistic culture. A previous introductory course in Linguistics is desirable, although not absolutely necessary. Offered triennially.  
*Michael J. Connolly*

**En 530 Tragedy in Drama and Fiction (F: 3)**

This course will look at the genius of tragedy; the independent, sometimes radical vision of some Elizabethan dramatists including Shakespeare and of some American and Russian novelists.  
*Joseph M. McCafferty*

**En 531 Crime Fiction (F: 3)**

Detective fiction as an art form studied in the works of Poe, Doyle, Chesterton, Sayers, Hammett, Chandler, Stout, Simenon, Van Gulik, Christie, Tey, Parker, and Macdonald. Critical assessments will take direction from appraisals by Auden, Wilson, Barzun, Van Doren, Krutch, Grella, Crider, Knox, Highet, and Sir Hugh Greene. A transcultural course of literary, psychological, and sociological dimensions.  
*John McAleer*

**En 537 Short Fiction of the 19th and 20th Centuries (S: 3)**

The novellas and short stories studied will investigate the characteristic themes and techniques of representative literary figures—of Americans like Hawthorne, Melville, James, Faulkner, Porter, and O'Connor—of Europeans like Gogol, Dostoevsky, Tolstoi, Mann, Joyce, and D. H. Lawrence.  
*Joseph McCafferty*

**En 542 Four Novels (F: 3)**

Readings in four major novels from the 17th century to the present. *Don Quixote*, *Tom Jones*, *Middlemarch*, and *Ulysses*. Each of the novels will be initially presented in terms of a problem in criticism which it has raised.  
*Paul Doherty*

**En 543 Humor (S: 3)**

An experimental course that will attempt to see whether the study of humor theory and humorous literature can enhance our sense of humor and our ability to write humorous prose. Or will this process shrivel our brains and leave us incapable of crossing streets and changing light bulbs? The course will begin with an introduction to current thinking about the form, content, and functions of humor. We will then read humorous works by such writers as Shakespeare, Poe, Thurber, Carroll, Bierce, Irving, and Woody Allen, and in current publications and magazines. Finally, we will set out, alone and in groups, to write, perform, and evaluate humorous works of our own.  
*Paul Lewis*

**En 552 (Sl 216) Poetic Theory (S: 3)**

Traditional and contemporary theories of metre and prosody will be described and



analyzed within the framework of modern structural and generative approaches to language as well as from the point of view of (Russian) Formalism. Textual material will be mainly English although texts from any language may be presented by students for analysis in required term papers.

*Lawrence Jones*

**En 555 Six Ways of Reading Stories (F: 3)**

As we grow up from childhood to adulthood we read stories in different ways. This is partly because we develop new abilities, partly because our sense of who we are and how we relate to the world around us changes, and partly because schooling teaches us to read fiction in certain ways. Very young children hear stories read to them and scarcely distinguish between the world of make-believe and their own immediate experience. School-age children try on the roles of heroes and heroines in endless adventure stories. Teenagers, preoccupied with questions of identity, look to the books they read to find meaning for their own lives. College-age readers learn to analyze books of literature to discover the empirical evidence of how they work. Professional teachers and critics develop theories of literature and fit stories to them. The most mature and experienced readers do all of these things because all of them are valid ways of reading stories. We'll read fairy tales, adventure stories, novels which deal with *The Meaning of Life*, novels complex enough to have to be studied, and ones which lend themselves to theorizing. The aim will be to show you the different ways a story can legitimately be read and give you an opportunity to test the ways you read stories.

*Joseph Appleyard, S.J.*

**En 560 Seminar: Beyond Tradition: Experiments in the Arts in the 20th Century (S: 3)**

This is an interdisciplinary course in which the student will have the opportunity to encounter some major experimental trends in the arts in the 20th century. During the first half of the term we will focus on Dada and Surrealism through such figures as Tzara, Breton and Duchamp; then we will skip up to the sixties to concentrate on the work of John Cage, Robert Rauschenberg and William Burroughs. No specialized experience in non-literary art forms is required. Our class discussions will involve close analysis of given texts (novels, poems, plays, manifestos, paintings, films), but our long-range goal will be theoretical; to develop a vocabulary and perspective through which avant-garde experiments in the arts can be most fully appreciated. Depending on what is available locally during the semester, members of the seminar will be expected to attend several avant-garde exhibits, events or performances.

*Robin Lydenberg*

**En 561 Classics of Fiction (F: 3)**

A detailed analysis of *Emma*, *The Sound and the Fury*, *Nostromo*, and another novel to be announced.

*Joseph Longo*

**En 569 Modern Fiction: Greene, Waugh, Nabokov (S: 3)**

This course will trace certain developments in English fiction since World War I. What kind of effect did the war have on three exemplary writers who came to maturity just after its end — Graham Greene, Evelyn Waugh, and Vladimir Nabokov? To what extent for example did it dictate Greene's interest in popular forms such as the spy thriller? (or were these interests prefigured in earlier writers?) Is the ambiguous response toward sentimentality that we see in Waugh's fiction something that we can unambiguously call "modern"? To what extent are all three writers "dandies," to use a recent critic's word, or are there competing artistic visions which inform their work? This course will concentrate on the themes of mystery and childhood. While not the defining aspect of all their work, these concerns are central to much of it. Readings will include *The Confidential Agent*, *Brighton Rock* (Greene), *Vile Bodies*, *Handful of Dust*, *Brideshead Revisited* (Waugh). We will probably have a glance at Raymond Queneau's novel, *Zazie*, and we shall conclude with a reading of Nabokov's *Real Life of Sebastian Knight* and a close look at his masterpiece *Lolita*, in which both concerns come together.

*Robert Alpert*

**En 570 Prose Writing (F, S: 3)**

A practical course designed to help students sharpen the skills needed in all forms of writing; finding and narrowing a subject, gathering specific information, addressing an audience, and editing to achieve greater clarity and force. Weekly non-fiction papers and weekly conferences. This course is open to majors and non-majors, to all students who want to improve as writers. Limited enrollment.

*Eileen Barrett*

*Ruth Lepson*

*Paul Lewis*

*Joseph McCarthy*

*Dorothy Miller*

*Bonnie Rudner*

*John Sullivan*

*Patricia Tanzosh*

**En 571 (Sl 233) Applied English Grammar and Style (F: 3)**

A review of English grammar on modern principles, with a view to their application in the writing of clear English prose. Samples of various genres of literary style will be read and used as models for composition exercises.

*Lawrence G. Jones*

**En 572-573 Techniques of Precise Expression (F, S: 3)**

Ever feel you can't think of the exact word to express your thoughts or feelings? Ever unsure about how accurately the word you selected conveys the intended meaning? Have you tried memorizing lists of words and failed? This course provides an opportunity to develop your active vocabulary and to utilize words with precision and flexibility.

*John Fitzgerald*

**En 577 Writing Workshop: Poetry (S: 3)**

Training and practice in the writing of verse. Instructor and class will serve as a

critical audience for the work of each of its members. Limited enrollment.

*Andrew Von Hendy*

**En 579 Writing Workshop: Fiction (S: 3)**

This course will provide encouragement, practice, and criticism for students interested in writing short (or, if you prefer, not-so-short) fiction. Narrative preferences from the traditional to the experimental are welcome. Emphasis on making choices, inventing voices, and making the story work better.

*Robert Chibka*

**En 582 Writing Workshop: Film Scenario (F: 3)**

This course will proceed:

1. from short story to film scenario
2. from original script to film scenario

The recently completed TV series on the American Short Story (now published in 2 vols.) will furnish short story texts, film scenarios, director interviews, and one authoritative analysis of the author's work.

*Joseph McCafferty*

**En 583 Writing Workshop: Short Story (S: 3)**

The purpose of the course is to supply opportunities for students to write short fiction and to receive critical comment as work is in progress as well as when it is finished.

*John Sullivan*

**En 584 Writing Workshop: Technical (F, S: 3)**

This course is designed to expose students to the technical writing field and to help students develop skill in writing various types of reports and business letters.

This is a practical course offered to prepare students in a variety of fields for future report, business letter and proposal writing. It is not a remedial course. Students will be encouraged to choose writing assignment topics in their own fields of interest.

*Rita Long*

**En 585 Writing Workshop: Essay and the Article (S: 3)**

Methods of writing non-fiction, with some reading in contemporary writers like E.B. White and George Orwell. Frequent short papers will be required. Limited enrollment.

*Francis Sweeney, S.J.*

**En 587 Writing Workshop: Writing for Profit (F, S: 3)**

This course is for those who wish to write fiction for publication but need the support, encouragement, and direction of a writers' workshop. Students' manuscripts will serve as the texts for workshop discussions.

*James Murphy*

**En 588 Writing Workshop: Business Writing (F, S: 3)**

An integrated series of discussions and exercises designed to develop proficiency in clear, vigorous writing, for business and other practical applications.

*Daniel L. McCue, Jr.*



**En 591 Scholar of the College Project**  
By arrangement *The Department*

**En 593 Advanced Topics in Women's Studies (S: 3)**

This is a course for those completing the Women's Studies Minor or for students who have already taken some courses in Women's Studies. The course is divided roughly into three parts: in the first part we read in full some basic texts in feminist thought; in the second, the class chooses an individual discipline (literature, history, science, etc.) to read more deeply into; in the third part each member of the class works with the teacher and other advisors to the course on a chosen independent project. Admission is by permission of the instructor.

*Judith Will*

**En 597 The Literature of Fantasy (F: 3)**  
Readings in the bizarre, the incredible, the dreamlike, the unnatural, and the strange. Fantastic literature defies probability and challenges belief, but attracts and sometimes mesmerizes readers. This is *not* a course in science fiction or children's literature, though those genres will furnish some of our texts. We will undertake a broad exploration of anti-realistic impulses and the uses of fantastic literature by such authors of the improbable and impossible as Ovid, the Brothers Grimm, Shakespeare, Mary Shelley, Lewis Carroll, Kafka, Borges, Garcia Marquez, and Ursula LeGuin.

*Robert Chibka*

**En 599 Undergraduate Reading & Research (F: 3–S: 3)**

By arrangement *The Department*

**Elective Courses Open to Both Graduates and Undergraduates**

**En 609 Medieval Survey (S: 3)**

The aim of the course is to survey the best and most significant literature written in English from the 12th through the 15th centuries, excluding Chaucer. Readings will be mostly in Middle English, with some modernization. Such works as Layamon's *Brut*, *The anchoresses' Rule*, *The Fox and the Wolf*, *The Land of Cockayne*, *Handling Sin*, *Sir Orfeo*, the alliterative *Morte Arthure*, Barbour's *The Bruce*, *The Pearl*, *Piers the Plowman*, *Sir Gawain and the Green Knight*, and Malory's *Morte Darthur* will be read in full or in part. Relevant cultural, social, and political background will be discussed. This course requires a cheerful willingness to tackle the challenges of an earlier stage of English.

*Raymond Biggar*

**En 628 Faulkner and James (F: 3)**

A study of the major novels of Henry James and William Faulkner. The novels to be read will include *The Portrait of a Lady*, *The Wings of the Dove*, and *The Ambassadors* by James. We will read the key novels of Faulkner's Yoknapatawpha County cycle, among which are *The Sound and the Fury*, *Absalom, Absalom*, *As I Lay Dying*, and *Light in August*. Strong emphasis will be placed on the aesthetic theory of these two important writers.

*Cecil Tate*

**En 640 The Concord Idealists (F: 3)**  
American philosophical idealism of the 19th century explored in the works of Emerson, Thoreau, Hawthorne, Ripley, Channing, Fuller, Alcott, and Sanborn. Relevance of transcendentalism to present-day concerns in the environmental, utopianism, natural mysticism, nonconformity, and protest activism will be considered. Readings include: Emerson's *Essays, First and Second Series*; Thoreau's *Walden* and *Cape Cod*; Hawthorne's *Blithedale Romance*, and recommended collateral reading. A transcendental journal containing the student's top moments of perception as accruing from term readings.

*John McAleer*

## Fine Arts

### Faculty

**Professor Marianne W. Martin, A.B.**, Hunter College; A.M., Ph.D., Bryn Mawr College

**Professor Josephine von Henneberg**, Doctor in Letters, University of Rome

**Associate Professor Pamela Berger, A.B.**, A.M., Cornell University; Ph.D., New York University

**Associate Professor Kenneth M. Craig, A.B.**, A.M., Ohio State University; Ph.D., Bryn Mawr College

**Associate Professor Jeffery W. Howe, A.B.**, Carleton College; Ph.D., Northwestern University

**Associate Professor John Michalczyk, A.B.**, A.M., Boston College; M.Div., Weston College School of Theology; Ph.D., Harvard University

**Associate Professor Michael W. Mulhern**, Chairman of Department B.F.A., University of Dayton; M.F.A., Columbia University

**Associate Professor John Steczynski, B.F.A.**, Notre Dame University; M.F.A., Yale University

**Assistant Professor Edward A. Aiken, B.A.**, Claremont College; B.F.A., California College of Arts and Crafts; M.A., Ohio State University; Ph.D., Northwestern University

**Instructor Toni Dove, B.F.A.**, Rhode Island School of Design

**Visiting Artist Andrew Tavarelli, B.A.**, Queens College

### Program Description

The Department offers two majors, one in Art History and another in Studio Art. A wide range of courses in filmmaking, film history, film critique and photography is also provided by the Department.

#### Art History

The major in Art History offers the interested student an opportunity to develop a knowledge and understanding of the visual environment created by man in the course of time. The Departmental courses provide both a broad foundation in the humanities and the preparation for fur-

ther work that can lead to professional careers in art: teaching and research, curatorships, conservation, educational positions in museums and art centers, occupations as art critic or employment in the art business world such as commercial galleries and auction houses. A student majoring in Art History plans an integrated program in consultation with the Departmental advisor. Students are encouraged to take as many courses as possible in history, literature, philosophy, foreign languages, and other fields related to their specialization. For the Art History major a minimum of 11 courses must be completed in the following way:

1. Fa 101–102 Introduction to Art History (2 courses), Fa 103–104 Art History Workshop (2 courses) normally to be completed by the end of the Sophomore year.
2. Seven additional courses of which four must have Fa numbers above the 300 level and three must have Fa numbers above the 200 level. At least *one* course must be chosen from each of the following periods:  
Ancient Art  
Medieval Art  
Renaissance through Eighteenth Century Art  
Nineteenth and Twentieth Century Art
3. Fa 401 Seminar in Art Historical Research (3 credits) is required and must be taken during the Junior or Senior year. This course may be counted as one of the seven courses listed in paragraph #2 above.

Double Majors in the Department must fulfill all requirements for *both* majors.

#### Studio Art

The major is designed both for the student artist and the student interested in art. The Departmental courses are conceived as an integral part of the liberal arts curriculum, and the studio major provides a solid basis for continuing work in graduate school and art related fields such as teaching, conservation, art therapy, publishing or exhibition design.

Studio Art Majors are required to take a minimum of 12 courses for a total of 36 credits, to be distributed as indicated below. The program is to be worked out in consultation with the Departmental advisor.

1. Fs 101, 102, 103 Foundations of Studio Art (9 credits) Drawing, Painting, Sculpture. (To be completed by the end of the sophomore year).
2. Fa 101–102 Introduction to Art History (6 credits) Fa 103 or Fa 104 Art History Workshop (3 credits)
3. Six additional courses with Fs numbers. These must include at least two 300 level courses and the senior project (Fs 498). Students must have taken at least 4 semesters of work relating to their senior project prior to the senior year.

During their sophomore year students intending to major in studio are asked to present a portfolio and to discuss their choice with the Department.



# Course Offerings

## Art History

### Fa 101-102 Introduction to Art History (F: 3-S: 3)

This course provides a basis for intelligent understanding and enjoyment of the arts. The major monuments of western art from ancient times to the twentieth century are discussed and considered in relation to the larger historical and cultural framework in which they were created. The class meets twice weekly for lectures and once in small discussion sections. Class assignments include the study of significant works of art in Greater Boston. The concurrent Art History Workshop (Fa 103-104) offers practical experience with an insight into some of the chief technical and aesthetic questions facing the artist both in the more distant and recent periods. This studio course, which meets once a week, is highly recommended for students taking Fa 101-102. (Departmental majors, please consult requirements.)

*Pamela Berger*

*Kenneth Craig*

*Josephine von Henneberg*

### Fa 103-104 Art History Workshop (F: 3-S: 3)

See course description above.

*Aileen Callahan*

### Fa 107 History of Architecture (F: 3)

The evolution of architectural styles in the western world. Consideration will be given to the historical, religious, social, political and structural problems that influenced development of those styles.

*Josephine von Henneberg*

### Fa 108 Great Art Capitals of Europe (S: 3)

For art historians, art lovers, urbanists and travelers. The course deals with the cities that led the Western world in artistic accomplishments, among them Athens, Rome, Paris, and London. In these cities art styles were born and often reached their finest expression. Emphasis will be placed on the art that is collected in the museums and monuments of each city as well as on the city itself as a work of art. The growth of each city will be traced and the historic styles that shaped it defined. Not open to students who have taken Fa 101 and Fa 102.

*Pamela Berger*

*Josephine von Henneberg*

### Fa 109 Aspects of Art (F: 3)

This course will attempt to view Western art in terms of a number of universal considerations. Specific objects will be investigated with regard to such issues as structure, form, color, light, composition and the like. We propose, then, to avoid the usual approach to art as an historical sequence of works and styles and replace this with a method based on concepts. Hopefully, this will result in an alternate means of comparison and evaluation that will prove as educational as the more traditional modes of instruction.

*Ellen Shapiro*

### Fa 181 History of the European Film (F: 3)

From a close study of various European films one detects certain patterns which

are in retrospect designated as movements. Utilizing a survey approach, the course examines the principal movements of Expressionism in Germany, Neo-realism in Italy, and the New Wave in France with an occasional maverick film that becomes monumental in the history of cinema. Lectures, readings, and discussion will reinforce the multiple viewings of films.

*John J. Michalczyk*

### Fa 182 The Documentary Film (S: 3)

A film is not created in a vacuum, but represents the historical, social, economic and political milieu from which it emanates. The documentary works of the masters—Flaherty, Resnais, Ivens, Capra and Riefenstahl—will serve as an indisputable witness to these complex zones in our contemporary culture.

*John J. Michalczyk*

### Fa 211-212 (Cl 212-213) Art of the Ancient Mediterranean World (F: 3-S: 3)

The visual history and arts of the Ancient Mediterranean world will be studied from the rise of civilizations along the Nile, in the Holy Land, and Mesopotamia to the fall of the western Roman Empire, about 480. Cities, sacred areas, palaces, and building for communication, civic services and war will be included, as well as painting, sculpture, jewelry, and coinages.

The Fall Term will emphasize Greek Art to the beginning of the Roman Empire.

The Spring Term will be devoted to Roman Art in its broadest sense, beginning with Etruscan and Greek Italy in the Roman Republic.

*Cornelius Vermeule*

### Fa 221 Art of the Early Medieval World (F: 3)

This course treats the Early Medieval period in the East and West. The catacombs, the sarcophagi, the illuminated manuscripts, the mosaics and wall paintings will be studied with a view to giving the students a method of approaching individual works of art, a method that should provide them with a language for analyzing and interpreting the art work of various ages.

*Pamela Berger*

### Fa 222 Art of the Later Medieval World (S: 3)

This course treats the arts of the Late Byzantine, Romanesque and Gothic periods: architecture, sculpture, mosaics, wall paintings, illuminated manuscripts and stained glass windows.

*Pamela Berger*

### Fa 223 Medieval Art in France (F: 3)

The aims of this course are three-fold: to set forth the development of Medieval Art in France, to teach students to analyze significant stylistic changes, and to have the student experience what it means to deal with this material in the French language. The student will be encouraged to look carefully at works of art both through slides in the classroom, and through visits to the museum.

*Pamela Berger*

### Fa 225 Irish Art (F: 3)

After a brief view of Irish megalithic art and Celtic art of La Téné Age in Europe, this course will turn to a study of the synthesis of Celtic motifs and aesthetics into the new Medieval style forged in Ireland.

*Pamela Berger*

### Fa 231 The Arts of the Italian

#### Renaissance: Quattrocento (F: 3)

The painting, sculpture, architecture of the Renaissance in Italy will be studied from the early fifteenth century in Florence to the sixteenth century in Rome. The lives and works of the principal artists will be discussed as well as their relationships to the patronage of the Medici, the Popes and the princely Courts in Northern Italy.

*Josephine von Henneberg*

### Fa 232 Renaissance Art in Northern Europe (F: 3)

Painting and sculpture in France, the Low Countries and Germany from the late fourteenth through the early sixteenth centuries. Emphasis on the roots of fifteenth century art in the International Style, on masters of painting such as Campin, the Van Eycks, Rogier van der Weyden, Hugo van der Goes, Hieronymus Bosch, Grünewald, and Dürer.

*Kenneth Craig*

### Fa 233 High Renaissance and Mannerism (S: 3)

The course will focus on the art of the High Renaissance, and the brilliant achievements in the first three decades of the century of Bramante, Raphael, and Michelangelo in Rome; Giorgione and Titian in Venice; and Michelangelo's commissions for the Medici in Florence which marked the end of the High Renaissance and the opening of the way to Mannerism. The study of Michelangelo's profound late works (the Last Judgment, the last Pietas) will provide the background for an examination of this complex and sophisticated new style, which reflected the changed sensibilities of the late XVI century.

*Josephine von Henneberg*

### Fa 251 Modern Architecture (S: 3)

The evolution of modern architectural form from the late eighteenth century revival styles to individual architects of the twentieth century such as F. L. Wright, Gropius, Mies van der Rohe, Le Corbusier.

*Ellen Shapiro*

### Fa 256 Impressionism and Neo-Impressionism (S: 3)

The course emphasizes the origins and development of Impressionism in France, with special attention paid to the art of Rousseau, Daubigny, Millet, Courbet, Manet, Degas, Monet, Renoir and Pissarro. Parallel developments in England and Germany will also be considered before examining the changes in principle and form that were introduced by the Neo-Impressionists, Seurat and his friends and followers. The course will conclude with an assessment of the historical significance of Impressionism as a force acting on subsequent artistic endeavors.

*The Department*

### Fa 257-258 Modern Art: 19th and 20th Centuries (F: 3-S: 3)

An introduction to art in the western world from the late 18th century to the present. The work of some of the major painters and sculptors will be seen in relation to the contemporary cultural and political ferment which helped shape it whilst being shaped by it in turn. The course extends over two semesters; either semester may be taken separately. The fall semester will cover Neoclassicism through Impres-



sionism. Artists studied in the first segment include: David, Goya, Turner, Monet and Rodin. Spring semester begins with Post-Impressionism and ends with contemporary art. Artists covered include: Van Gogh, Matisse, Picasso, Brancusi, Duchamp, Pollack.

*Marianne W. Martin*

**Fa 263 The Arts in America (F: 3)**

The concept of identity has always been more problematic with regard to American art than with its European counterpart. Not only have Americans had to encounter the wilderness of a new and unsettled continent, but they have also had to determine their standing in relation to their European forebearers. The American artist in particular, then, had to develop a unique synthesis of tradition and newness. This struggle is a source of much of the drama and interest of our cultural past and will form the underlying theme for this course. Beginning with colonial artists such as Copley, we will study the dynamics which enabled figures like Kensett, Whistler, Eakins, and Hopper to achieve levels of very high quality in the face of an environment which was often indifferent to or unaware of their efforts. The purpose of this course, then, will be to investigate those singularly American experiences which formed our painting and sculpture up to the time of World War II when new factors drastically altered this evolution.

*The Department*

**Fa 267 From Salt-Box To Skyscraper: Architecture in America 17th–20th Centuries (F: 3)**

This course will trace the development of architecture in America from colonial times to the present. Particular attention will be paid to monuments in New England, with field trips to important buildings in the Boston Area. In addition to studying stylistic changes, the class will consider the significance of changes in building technology and social needs for the history of architecture.

*Ellen Shapiro*

**Fa 272 African Art (F: 3)**

The traditional arts of sub-Saharan Africa are charged with an emotional intensity and clarity of form that the art of few other cultures can match. This survey will present African sculpture as the visible expression of a complex transcendental world of African philosophy and religion. Architecture and textiles will also be discussed in the context of "tribal" life.

*Kenneth Craig*

**Fa 275 Far Eastern Art (F: 3)**

A survey of far eastern art from ancient times to the present, designed to provide a broad historical and cultural framework. Major monuments, important stylistic trends and basic terminology and iconography will be emphasized.

*Normajeane Calderwood*

**Fa 278 Arts of Japan (S: 3)**

An introduction to the sculpture and pictorial arts of Japan from the early Buddhist period through the 18th century woodblock print. Examinations of these various art forms as they relate to the changing values of cultural patterns; the relationship of art to literature, philosophy, religion, and the traditional attitude

and approach of the Japanese toward nature.

*Normajeane Calderwood*

**Fa 282 Political Fiction Film (S: 3)**

On the one hand, film has been designed to entertain. On the other, it has been created to propagandize, especially when created by a government in crisis or an individual with a cause. The political fiction genre, internationally launched with Costa-Gavras' *Z*, combines both objectives. It is an attempt to blend cleverly a sophisticated ideology with attractive entertainment. Films from America (*All the President's Men*), France (*Z*), and Italy (*Battle of Algiers*) will be screened to illustrate this thesis.

*John J. Michalczyk*

**Fa 285–286 Nineteenth and Twentieth Century Photographic History (F: 3–S: 3)**

A survey of photographic imagery and technology from 1839 until the present day in France, England and the United States. The Fall term will cover the period from 1839 to turn-of-the century Pictorialism. This course emphasizes trends, themes and major developments, and discusses the cross-influences between photography and painting. The Spring term will begin with an overview of the contributions of Pictorialism and will show the evolution from Straight Photography to modern-day photography. The major photographers and developments of art photography will be the basis for the course, but documentary photography and photojournalism will also be covered. Readings will focus on 20th century photographic criticism.

*Jean Caslin*

**Fa 288 (RI 361) The French Literary Filmmakers (F: 3)**

Film and literature have enjoyed a symbiotic relationship since the turn of the century. The course studies this rapport in French culture by dealing with adaptations from the novel to the screen and the creative works of novelists turned filmmakers. At the heart of the course is an analysis of the cinematic and literary work of Cocteau, Malraux, Duras, Robbe-Grillet, Giono, Pagnol and Guitry.

*John J. Michalczyk*

**Fa 291 Masters of the Print (S: 3)**

The history of prints and printmaking as seen in the works of the world's greatest practitioners of the graphic arts. This course will chronicle the development of the print from its beginnings to the modern masters with special emphasis on the graphic production of artists such as Mantegna, Dürer, Rembrandt, Goya, and Picasso. Topics will also include methods and techniques of printmaking, iconography, and the function of prints as a conduit of artistic influence.

*The Department*

**Fa 313 (CI 219) Athens in the Age of Pericles (F: 3)**

In the fifth century B.C. the city of Athens was the center of Greek artistic and intellectual life. The high classical style that developed here in sculpture, architecture and painting marks a golden age of western civilization. This course will study the art and the architectural monuments of the Athens that the ancients knew, including the topography of the city, tapping both archeological and literary evidence.

*Kenneth Craig*

**Fa 314 The Art and Archaeology of Ancient Egypt (S: 3)**

A study of the sculpture, architecture and painting of ancient Egypt from predynastic times to the Ptolemaic period. This history of Egyptian art will include careful attention to the broader archeological context of the material with frequent reference to the historical connections between Egypt, Mesopotamia and the Aegean.

*Kenneth Craig*

**Fa 342 Age of Rembrandt (S: 3)**

The golden age of Baroque painting in Holland will be studied against the historical background of changing patterns in religious thought, political alliances and patronage throughout Europe. Focus will be on Hals, Rembrandt and Vermeer as well as on the development of genre and landscape.

*Kenneth Craig*

**Fa 353 The Romantic Era (F: 3)**

The course begins with a consideration of anti-Rococo developments in terms of Neoclassic reform and new moralizing tendencies. Special attention is given to Goya and to David and to the Romantic aspects of Neoclassicism as seen in Canova and Ingres. The diverse phenomena of Romanticism are studied in the art of England, Germany, and France, with attempts to distinguish national characteristics in masters like Blake, Friedrich, and Delacroix. The development of Romantic landscape painting from its eighteenth-century origins through such artists as Constable, Turner, and Corot is also stressed.

*Marianne W. Martin*

**Fa 355 From Gauguin to Dali: Late 19th and Early 20th Century Art (F: 3)**

From an examination of the diverse reactions to Impressionism in the 1880's the course proceeds to a discussion of *art nouveau*, sculptural trends around 1900, to the rise of Expressionism in France and Germany. The creation of Cubism, Italian Futurism, the evolution of abstract art are traced, and, finally, the anti-rational currents from Dada to Surrealism are analyzed.

*Edward A. Aiken*

**Fa 354 (Hs 428) England 1660–1800 (S: 3)**

See course description under Hs 428.

*Thomas Perry*

**Fa 356 Art Since 1945 (S: 3)**

A study of the history of painting and sculpture from 1945 to the present. Emphasis will be placed on the origins and development of Abstract Expressionism, Pop Art, and Color Field Painting. Some attention will also be paid to the persistence of the Surrealist tradition.

*Edward A. Aiken*

**Fa 396 (Hs 380) (RI 314) Italy: Art, Literature, History (S: 3)**

An interdisciplinary course. It will consist of ten-two hour lectures in English, to be followed by a three-week field-trip to Italy. The history and culture of two cities—Florence and Rome—will be studied in their general lines with emphasis on the period from ancient Rome to the late Renaissance. Lectures will focus on economic, social and political developments together with the artistic and literary trends and figures associated with the two cities. Some



attention will also be given to selected aspects of modern Italy.

*Josephine von Henneberg*

**Fa 401 Seminar in Art Historical Research (F: 3)**

The seminar aims to acquaint the student with the bibliography and research methods necessary for scholarly work in art history. The student prepares a substantial research paper under the direction of the professor and presents it orally to the class.

*Marianne W. Martin*

**Fa 403-404 Independent Work (F: 3-S: 3)**

This course may be offered from time to time to allow students to study a particular topic which is not included in the courses that are offered.

*The Department*

**Fa 458 Art and Dance: A Modern Dialogue (S: 3)**

Although dance and the visual arts have evolved in close association since the earliest times, this important dialogue continues to be a much neglected topic in the histories of both arts. This seminar will focus on the interaction between the two media during the modern period when it became nearly synonymous with the development of "modernism" in all the arts. The historical background and aesthetic issues pertaining to the dialogue between dance and art will be examined in some detail, but the main focus will be placed on the explicit and implicit exchanges between the two disciplines that took place from about 1850 to about 1930. An attempt will be made to define some of the underlying views and ideals that facilitated as well as inspired the dialogue between the two media, and to relate these both to the work of artists such as Degas, Rodin, Hodler, Kircher, Severini, Kandinsky, Mondrian, and to the dance and/or dance reforms of Fuller, St. Denis, Duncan, Wienthal, Wigman, Jacques-Dalcroze, Laban, and others.

Some knowledge of art history is recommended.

*Marianne W. Martin*

**Fa 482 Film Criticism (S: 3)**

James Agee, Andre Bazin, Pauline Kael, Judith Crist, Vincent Canby and Andrew Sarris—each of these critics brings to his or her critique a refined style and individualistic philosophy. Through the examination of a series of films, a careful reading of the above critics, and the use of different styles in written reviews, a more active critical attitude toward the screen experience is created.

*John J. Michalczyk*

**Fa 483 Social Issues in Cinema: Documentary Films of Fred Wiseman (F: 3)**

Fred Wiseman's graphic film about abuses at Bridgewater State Prison, *Titicut Follies* (1967), created a major legal battle and insured the Boston-based director of a reputation as a controversial documentary filmmaker. Since then, Wiseman has concentrated on revealing the inner mechanisms of various institutions in his repertoire of 16 films: government offices (*Welfare*), medicine (*Hospital*), education (*High School*), police (*Law and Order*), monastic life (*Essene*) and the Army (*Basic Training*). The introduction to each work will offer the major thrust of the film, the

history of the production, and the principal issues involved. The screening of ten films will serve as a visual cross-cut of society's urgent problems and concerns facing it today. There will be a discussion following the films as well as a guest appearance by the filmmaker.

*John J. Michalczyk*

**Studio Art (including Film and Photography)**

**Note: A nominal fee is charged for film courses.**

**Fs001-002 Introduction to Studio Art (F: 3-S: 3)**

The course, geared to the Liberal Arts student, provides both an academic and contemporary approach to drawing and painting, with elementary and advanced theory of design, composition, and organization. It includes figure drawing from live model, formal structure, introductory anatomy, foreshortening, composition and chiaroscuro in charcoal, conte crayon, pastel and an introduction to color.

The second semester is devoted to the use of various media: oil painting, water color, pastel, conte crayon, and an introduction to modeling in clay. Assignments include review portfolios.

*Paul S. Keaveney*

**Fs 003-004 Introduction to Ceramics (F: 3-S: 3)**

An introductory course for students desiring a foundation knowledge in the possibilities of clay. This course will deal with all phases of ceramics from slab construction to bowl making and a good deal of effort will go into considering a variety of sculptural possibilities at a foundation level. This course covers the broadest range of ceramic techniques and information.

The emphasis in the second semester will be on combining the various techniques and concepts acquired previously into a working order, as well as an exposure to additional technical and conceptual information.

*Mark Cooper*

**Fs 101-102-103 Foundations of Studio Art (F: 3-S: 3)**

An introductory course for Studio Majors and others pursuing art seriously. The course focuses on the attitudes and elements that lead to an individual vision. It is divided into three parts: drawing, painting and sculpture. It is a prerequisite for most other studio courses. Each semester's work receives grade and credit as one course.

*Alston Conley*

*Toni Dove*

*Michael W. Mulhern*

*Andrew Tavarelli*

**Fs 161 Photography for Art Students (F, S: 3)**

This course in beginning photography is oriented toward those with an interest in contemporary art and self-expression. Topics to be covered include exposure and development of film, printing, and mounting for exhibition. Regular visits to galleries, museums and lectures will be expected of each student in addition to the assembly of a final portfolio.

*Charles Meyer*

*James Stone*

**Fs 171 Basic Film-making (F, S: 3)**

How an observation can be turned into a vision. Projects in silent film-making: angle, cut, light, take, shot breakdown, and dream. A class for beginners. Equipment is provided.

*Ken Brown*

**Fs 173 Animation I (F, S: 3)**

This course covers a variety of basic animation techniques. We emphasize "hands on" experience in bringing ideas and fantasies to life through animation. Work is done both individually and in small groups.

*Lisa Crafts*

**Fs 203-204 Drawing I: Structural Drawing (F: 3-S: 3)**

*Prerequisite:* Fs 101 or permission of the instructor

The course uses the classical academic drawing tradition as a discipline to integrate intellectual analysis, visual accuracy and manual control through the free-hand rendering of objects. Students are expected to master proportion, foreshortening and volumetric and spatial representation in a variety of media. The first semester stresses perspective related problems, and the second semester lays the foundation for problems related to drawing the human figure.

*John Steczynski*

**Fs 213-214 Printmaking I (F: 3-S: 3)**

*Prerequisite:* Fs 101-102 or permission of the instructor.

As an introduction to printmaking, this course centers around demonstrations and discussions of various etching and engraving methods (hard ground, soft ground, aquatint, liftground, engraving, and a multiple image). It includes discussions of both the historical significance and present use of these more traditional techniques in conjunction with contemporary methods of intaglio (color, cut plates, found objects, viscosity, mixed medium) and relief printing. The focus will be on the print as a vehicle in establishing a personal vision.

*Christina Stack*

**Fs 221 Color (F: 3)**

A course concerned primarily with sensitizing the student to understanding, seeing and using color with more subtlety and sophistication. The course has two components: a technical part dealing primarily with color mixture and color interaction; and an intuitive part, consisting of free color studies. Most work is done in collage.

*John Steczynski*

**Fa 223-224 Painting I (F: 3-S: 3)**

*Prerequisite:* Fs 101-102 or permission of the instructor.

The course focuses on the acquisition of basic painting skills and on the attitudes, awareness, and satisfactions that accompany this experience. Students will explore still life, figure painting, landscape and abstraction. Although class time is primarily spent painting, there are frequent discussions, critiques and slide presentations of paintings. It is suggested that students have some familiarity with and interest in painting or drawing before electing the course.

*Andrew Tavarelli*



**Fs 225-226 Watercolor I (F: 3-S: 3)**

An introduction to the various materials and techniques of watercolor. Exercises which are designed to give the student basic experience with the wide range of the possibilities of the medium are used. Students are encouraged through a variety of problems to develop their awareness of painting as a form of expression through the use of watercolor.

Class time is used for critique and discussions, painting, and occasional slide presentations.

*Elizabeth Awalt  
John Steczynski*

**Fs 241-242 Ceramics I (F: 3-S: 3)**

No prerequisite

Stress is placed on the basic fundamentals of ceramics as a means for self-expression through sculptural or functional concerns. The course is conducted through informal talks, slide lectures, and demonstrations. These include orientation and exploration of the possibilities of clay and glaze, technical background, history and attitudes towards ceramic objects. Students are required to spend an appropriate time outside of class on specific projects.

*Mark Cooper*

**Fs 252 Sculpture I (S: 3)**

*Prerequisite:* Fs 101, 103 or permission of the instructor.

Focus in the course is placed on realizing and understanding forms and objects in space. Design and compositional elements of these concepts will be discussed and explored through a series of projects. Slide lectures, demonstrations, and critiques will examine both traditional (the sculptural object, the relief, etc.) and contemporary concerns (chance environmental, 3-D painting, 3-D drawing, etc.) Emphasis will be placed on developing a broad vocabulary and personal vision.

*Alston Conley*

**Fs 261 Photography II (F: 3)**

*Prerequisite:* Fs 161 or permission of the instructor.

A course exploring the potential of the photographic image for personal expression. Lectures will include a brief history of photography as a creative art, and the class will visit gallery exhibits when appropriate.

*Charles Meyer  
James Stone*

**Fs 273 Intermediate Film-making (S: 3)**

*Prerequisite:* Previous film-making experience and permission of the instructor.

What pictures and sounds do to each other. Projects in sound film-making: dubbing, mixing, interview, dialogue, and inner voice. Equipment is provided.

*Charles Meyer*

**Fs 275 Animation II (S: 3)**

*Prerequisite:* Animation I, or special permission of the instructors.

An extension of Animation I, using more advanced techniques and working towards several complete short films.

*Lisa Crafts*

**Fs 301-302 Drawing II: Figure Drawing (F: 3-S: 3)**

*Prerequisite:* Fs 204 or permission of the instructor.

The course uses the human figure to expand students' abilities in the direction of more expressive and more individualized drawing skills. In addition to working from the live model in class, the first semester includes anatomical studies, and the second semester stresses stylistic and spatial experimentation, seeing the figure as a component within a total composition.

*John Steczynski*

**Fs 307-308 Drawing III: Advanced Drawing (F: 3-S: 3)**

*Prerequisite:* Fs 302 or permission of the instructor.

The course is for students who want to explore advanced problems through drawing. Through this process, they are expected to develop a personal individual direction, preferably related to work they are doing in other areas. Ultimately they should be creating major works in various media on paper. There will be an interchange of ideas in class through in-department discussions and critiques.

*Toni Dove  
John Steczynski*

**Fs 313-314 Printmaking II (F: 3-S: 3)**

*Prerequisite:* Fs 213-214

Development of expertise in various intaglio methods of printing, particularly color printing, cut plate techniques, collagraphs and multicolor (relief-intaglio) dimensional prints, etc.

While a number of problems will be introduced, students will be able to choose and explore the methods most congenial to their vision and goals.

*Michael W. Mulhern*

**Fs 323-324 Painting II (F: 3-S: 3)**

*Prerequisite:* Fs 223-224 or permission of the instructor

This course is designed for more advanced students who are familiar with the fundamentals of painting and wish to broaden and strengthen this foundation. The format of the course is similar to Painting I but differs in the sophistication and complexity of the painting issues covered. Students are encouraged to begin to work toward more personal means of painting.

*Toni Dove*

**Fs 327-328 Process and Materials (F: 3-S: 3)**

Although this course will explore traditional as well as non-traditional materials and attitudes of art making, the emphasis will be on mixed media work. Respect for the traditional boundaries of painting, drawing, and sculpture, will be less important than finding ways of combining these separate disciplines and utilizing new and unorthodox materials. Collage, assemblage, and odd shaped canvases are areas which will be investigated.

*Toni Dove  
Michael W. Mulhern*

**Fs 343-344 Ceramics II-Vessels (F: 3-S: 3)**

No prerequisite

Emphasis is placed on the development of ideas pertaining to vessels/containers. This covers a range of issues from function to metaphor which allows for sculptural and painterly adaptations. Fundamentals of throwing on the potter's wheel along with various handbuilding and glaze techniques

will be demonstrated throughout the semester. During the second semester specific projects are given which assist the student in developing throwing skills at an advanced level and/or assist in the further development of other container ideas.

*Mark Cooper*

**Fs 363 Photography III (S: 3)**

*Prerequisite:* Fs 261; 262 or permission of the instructor

This course is designed for those with a strong commitment to still photography as a creative discipline. Students should be prepared to work intensively in an area of their own choosing with the class acting as a forum for the critique of continuing work.

*Charles Meyer*

**Fs 367 Experimental Photography (S: 3)**

*Prerequisite:* Fs 261 or permission of instructor

This will be a one-semester course for those interested in photography as a personally expressive medium. Encouragement will be given to the exploration of an individual direction for the student artist through non-standard application of photographic principles. Topics available for discussion include Sabattier effect, High contrast, hand-applied color, toning, photogram, multiple printing, and reticulation. Significant work outside of class will be expected.

*James Stone*

**Fs 385-386 Independent Work (F: 3-S: 3)**

A course allowing students who have sufficient background to progress to a higher level or in a more specialized area than other courses allow. The student works independently, under the direction of a member of the Department.

*The Department*

**Fs 485-486 Independent Work (F: 3-S: 3)**

A course allowing students who have sufficient background to progress to a higher level or in a more specialized area than other courses allow. The student works independently, under the direction of a member of the Department.

*The Department*

**Fs 498 Senior Project (F: 3)**

Required of all Studio Art majors. Students must have taken at least 4 semesters of work relating to their project prior to the Senior year. Directed by a member of the Department and evaluated by departmental review.

*The Department*

**Fs 499 Advanced Seminar in Studio Art (S: 3)**

*Prerequisite:* For Studio or Art History majors only or permission of the instructor. The content of the seminar will be determined by the ongoing studio or art historical and critical work of the participants. This course will serve as a forum for the discussion of students' work and ideas. Critiques, lectures, slide presentations, readings, gallery visits, etc., will be utilized in the exploration of contemporary work.

*Andrew Tavarelli*

**NOTE: A laboratory fee is charged in all studio courses.**



# Geology and Geophysics

## Faculty

**Professor George D. Brown, Jr.**, B.S., Saint Joseph's College; M.S., University of Illinois; Ph.D., Indiana University

**Professor James W. Skehan, S.J.**, Director, Weston Observatory  
A.B., A.M., Boston College; Ph.D., Harvard University

**Associate Professor Emanuel G. Bombolakis**, B.S., M.S., Colorado School of Mines; Ph.D., Massachusetts Institute of Technology

**Associate Professor Benno M. Brenninkmeyer, S.J.**, A.B., Boston College; Ph.D., University of Southern California

**Associate Professor J. Christopher Hepburn**, Chairman of the Department  
A.B., Colgate University; A.M., Ph.D., Harvard University

**Associate Professor Rudolph Hon**, M.Sc., Charles University; Ph.D., Massachusetts Institute of Technology

**Associate Professor David C. Roy**, B.S., Iowa State University; Ph.D., Massachusetts Institute of Technology

**Assistant Professor John F. Devane, S.J.**, Acting Director, Weston Observatory  
A.B., A.M., Boston College; M.S., Fordham University

**Assistant Professor John E. Ebel**, A.B., Harvard University; Ph.D., California Institute of Technology

## Program Description

### Major in Geology or Geophysics

An undergraduate in the Department of Geology and Geophysics may develop a program with an emphasis in Geology, Geophysics or a combination of Geology and Geophysics, or may formulate a more general course of study in Earth Science. Within the broadly defined constraints discussed below, programs are individually designed to meet the interests and professional objectives of each student. It is recognized that students may wish to major or have concentration in the earth sciences for a variety of reasons including:

1. a desire to work professionally in one of the earth sciences,
2. a desire to obtain an earth science foundation preparatory to post-graduate work in environmental studies, resource management, environmental law, or other similar fields where such a background would be useful,
3. a desire to teach earth science in secondary schools, or
4. a general interest in the earth sciences.

Broadly speaking, earth scientists seek by investigation to understand the complicated dynamics and materials that characterize the earth. For some, the emphasis is

on the composition, structure and history of the earth; for others, investigations are aimed at understanding geologic processes and the modifications of materials they produce. In all the earth sciences, the tools and principles of mathematics, physics, chemistry, and bio-sciences together with those unique to the fields of geology and geophysics are focused on the studies of the earth. For those planning careers in the earth sciences, therefore, supplemental work in a variety of sciences is required.

Any major in Geology and/or Geophysics may elect to enroll in the Department Honors Program, provided a satisfactory scholastic average has been maintained (3.3 in the major, 3.2 overall). Application to the program should be made no earlier than the beginning of the junior year and no later than the beginning of the senior year. Each applicant must have a faculty advisor to supervise the proposed research project. Honors will be awarded upon: a) successful completion of a thesis based upon the proposed research project as evaluated by the faculty advisor; b) approval by the Undergraduate Program Committee of the thesis and the candidate's academic record.

Students in the Department are urged to fulfill at least one of the elective courses with a project-oriented research course during their senior year.

Students may propose substitutes for particular course requirements by petitioning, in writing, the Department Undergraduate Policy Committee.

### Geology Major

Students majoring in Geology will take the following courses: Introduction to Geology and Geophysics I and II, Mineralogy, Structural Geology I and II, Petrology I and II, Stratigraphy and Sedimentation and at least two additional electives (with a minimum of one being numbered 300 or above) in the Department to bring the total number of Departmental courses to 10. Also required are two semesters of Calculus Mt 104 and Mt 105 or their equivalent (e.g. Mt 100–101, and Mt 200), two semesters of Physics using Calculus (Ph 209–210 or Ph 211–212) and two semesters of Chemistry with laboratory (Ch 109–110, or Ch 123–125). The Department strongly advises that Mathematics through Mt 205 be taken, and a geology summer field course for anyone planning a professional career in geology. Credit from a summer field course may be used for one of the 300 level Departmental electives upon written approval of the Chairman prior to taking the field course. Elective courses both within and outside the Department will be determined by the student and his or her advisor.

### Geophysics Major

Students majoring in Geophysics will fulfill the following course requirements: Introduction to Geology and Geophysics I and II, Structural Geology II, Introduction to Geophysics, plus three other courses in geophysics, two additional Departmental electives numbered 200 or above, and two additional electives approved in advance by the student's advisor in Departmental courses numbered 400 or above or in ad-

vanced courses in Physics or Mathematics beyond those required below. (Note: May be fulfilled by a combination of courses such as one advanced Departmental course and one advanced Physics course, etc.). Thus 11 courses are required in addition to the outside science requirements. These outside science requirements for the Geophysics major are: one year of Chemistry, with laboratory (Ch 109–110 or Ch 117–118); six semesters of Calculus normally beginning with either Mt 104 or Mt 110, and four semesters of Physics, to include at least two semesters of Physics from among the following: Ph 327, Ph 401, Ph 425, Ph 515, in addition to two semesters of Introduction to Physics with Calculus (Ph 209–210 or Ph 211–212). Courses in computer science and additional electives in geology are recommended in the elective program. Elective courses both within and outside the Department will be determined by the student and his or her advisor.

### Geology–Geophysics Major

This major may be desirable for those seeking the advantages of both programs and is considered excellent preparation for those looking toward employment in industry following graduation with a B.S. degree. However, the student is cautioned that this combined program is clearly more intensive than either of the separate majors in Geology or Geophysics.

Students majoring in Geology-Geophysics will take the following courses: Introduction to Geology and Geophysics I and II, Mineralogy, Structural Geology I and II, Petrology I and II, one course in sedimentary geology, and at least three courses in Geophysics. Also required are two semesters of Chemistry with laboratory (Ch 109–110 or Ch 123–125), six semesters of Calculus normally beginning with either Mt 104 or Mt 110, and three semesters of Physics to include at least one semester of Physics from among the following: Ph 327, Ph 401, Ph 402, Ph 425, Ph 515, in addition to two semesters of Introduction to Physics with Calculus (Ph 209–210 or 211–212). Courses in computer science are highly recommended in the elective program. The student will plan an elective program in consultation with his or her advisor.

### Weston Observatory

Director: James W. Skehan, S.J., Professor of Geology

Weston Observatory, formerly Weston College Seismic Station (1928–1949), is now part of the Department of Geology and Geophysics of Boston College. The Observatory, located 10 miles from Chestnut Hill, is an interdisciplinary research facility of the Department for education in the geosciences, and a center for research in the fields of geophysics, energy and environmental sciences. Research by faculty, research associates, and students is directed primarily to seismology, geomagnetism and ancient movements of the Earth's plates. Weston Observatory was one of the first participating facilities in the World-wide Standardized Seismograph network and also operates a forty-station regional



seismic network which records data on earthquakes in the northeast as well as distant earthquakes. The Observatory is also the headquarters of the New England Seismotectonic Study, a cooperative effort to determine the distribution and causes of New England seismicity. A geomagnetic research facility, established at the Observatory in 1958, is instrumented for absolute magnetic observations, the continuous recording of variations in the components of the earth's magnetic field, and a magnetic field cancelling coil system for experiments requiring reduction of the ambient magnetic field. Regional geologic and plate tectonic modeling studies are chiefly concerned with the origin and evolution of the Northern Appalachian Mountains of the United States and Maritime Canada and their relation to similar rock sequences in Ireland, the British Isles, western Europe and Africa. These studies include research on the coal-bearing strata of Pennsylvanian age (280–310 million years) in the Narragansett Basin in southeastern Massachusetts and Rhode Island and related deposits in Pennsylvania and Europe.

### Core Program

Core Program: The Core course offerings in the Department reflect the view that the planet Earth is the only one we ourselves shall ever live upon. This uniqueness requires that we consider the implications of our actions in our environment, whether they be the discharge of pollution, the use of petroleum and other natural resources, or the places in which we choose to live. The physical, chemical and biological factors of our environment home are a complex that affect all of us, some in direct and serious fashion; others in indirect and minor ways. However we view the earth we live upon, we are directly tied to it. The courses that we include for offering as Core courses include a variety of subjects, approaches, and viewpoints. The variability provides maximum freedom of choice at both introductory and advanced levels, although all presume no prior knowledge of the science. Though you will not become scientists by enrolling in these courses, perhaps you will learn to view our home planet in a different and hopefully, more responsible fashion.

The following courses are intended for fulfillment of the science Core requirement and have no prerequisites unless specified. Others may be substituted upon petition and consideration.

An asterisk after a course title indicates that a course carries a laboratory fee.

## Course Offerings

### Core Courses

#### Ge 115 Planet Earth I\* (F: 3)

An introduction to the concepts and processes of our only home and its environment, planet Earth. Simulated field trips will be used in an Audio-Tutorial format to enable the student to experience the physical aspects of geology, and guide much of his or her own development in the subject. One two-hour A–T session and two one-hour lectures per week.

*Emanuel G. Bombolakis*

#### Ge 125 Planet Earth II\* (S: 3)

A sequel to Ge 115, this course will explore the development of plane Earth, with special attention to North America and the United States, and the history of evolutionary development of life forms that have inhabited its surface through time. One two-hour Audio-Tutorial laboratory exercise, including small group discussions, will provide weekly opportunities to demonstrate a grasp of and to clarify the subject matter; two one-hour lectures per week. Ge 115 is not a prerequisite for this course.

*James W. Skehan, S.J.*

#### Ge 132 Introduction to Geology and Geophysics I (F: 3)

An introduction to the important geological processes operating on and within the earth. Intended for geology and geophysics majors, majors in other sciences, and other students wishing a more advanced course than is given in Ge 115–125. Fulfills Core science requirement. Laboratory (Ge 133) is required for geology and geophysics majors.

*David C. Roy*

#### Ge 134 Introduction to Geology and Geophysics II (S: 3)

A continuation of Ge 132 with an emphasis on Geophysical aspects of the earth and the evolution of life forms. May be taken without Ge 132 with permission of instructor. Fulfills Core science requirement. Laboratory (Ge 135) is required for geology and geophysics majors.

*John E. Ebel*

#### Ge 133–135 Introduction to Geology and Geophysics Laboratory\* (F: 1–S: 1)

Laboratory required for geology and geophysics majors and open to other interested students enrolled in Ge 132–134.

One two-hour laboratory per week and field trips.

#### Ge 150 Introduction to Astronomy\* (S: 4)

The solar system, the universe, bodies in space, and their origins and relationship are the focus of this course. The Audio-Tutorial format is used to allow for individualized study of selected topics. Three hours of lecture and one Audio-Tutorial session or telescope viewing per week.

*The Department*

#### Ge 157–160 The World of Oceans and Coastal Environments\* (F: 4–S: 4)

A discovery of the environments of the world's oceans and coast lines. Topics examined include a history of the growth of ocean basins, a description of the landforms and sediments found on the ocean bottom, the characteristics of ocean water, the movement of the water by waves, tides and currents, and the animals and plants that live in the deep and shallow waters. The second part is a study of the evolution, ecology and processes of beaches, coral reefs, estuaries, and deltas-areas where the ocean meets land. Man's effect upon and benefits from each of these environments is stressed.

Two one-hour lectures per week. One one-hour laboratory and one demonstra-

tion, film and/or discussion each week. Two field trips. Second semester can be taken without first semester.

*Benno M. Brenninkmeyer*

#### Ge 165 Geology and the Environment

Natural processes on and near the earth's surface and our interaction with them will be explored. Our utilization of the earth's natural resources, especially petroleum, and the effects of our disposal of wastes on natural systems will also be examined. Offered in alternate years: Not offered 1985–86.

*David C. Roy*

#### Ge 170 Introduction to Meteorology (F: 4)

Description and examination of the properties and characteristics of the Earth's atmosphere. Meteorological instruments, analysis of relationships involving temperature, moisture, wind systems and fronts, and weather modifications will be discussed.

Three hours of lecture and one discussion per week.

*The Department*

#### Ge 177 Cosmos-Extraterrestrial Geology (S: 3)

Man is in the process of exploring the Solar System and beyond. The spectacular results and photographs of recent manned and unmanned space programs, including Apollo (moon), Viking (Mars), Pioneer and Voyager (Mercury, Venus, Jupiter, Saturn) will be reviewed to help develop models for the geologic evolution of these bodies and a current picture for the origin of the Solar System. The question of life on other planets, particularly Venus and Mars, will be discussed as will the impact of space exploration programs on our understanding of the earth's history. Lectures will be supplemented by various films, slides and selected portions of video tape from the Cosmos series.

Three hours of lecture per week.

*J. Christopher Hepburn*

#### Ge 180–182 Introduction to Earth Science\* (F: 3–S: 3)

This course will cover the various disciplines that traditionally are considered as the Earth Sciences, namely, Geology, Oceanography, Meteorology, and Astronomy. The format will include an Audio-Tutorial session each week to present principal aspects of each of the above fields. The course will emphasize the interrelations of these various disciplines and how they influence our existence on earth.

Two lectures and one two-hour Audio-Tutorial session per week. Second semester may be taken without the first semester.

*The Department*

#### Ge 190 Origins of Man (F: 3)

An introduction to the study of man as a biological creature. Organic in concept, this course will consider evolution, genetics, and the paleontologic record in establishing man's place in the realm of living things. Of particular concern are the primates, from Mesozoic ancestors to the present forms and Homo sapiens.

*George D. Brown, Jr.*



**Ge 197 The Dynamic Earth (S: 3)**

The focus of this course is the dynamism of the earth as reflected in the drifting of continents, the opening of ocean basins, the devastation caused by earthquakes, the eruption of volcanoes, and the formation of mountain ranges. The evidence for the movements of continents and the opening of ocean basins will be examined with the non-science student in mind.

*David C. Roy*

**Major Courses**

The following courses are designed for majors in the Department or in sciences in general. Some courses have prerequisites, others do not. All however, may be taken by students who seek elective credit.

**Ge 200 Mineralogy\* (S: 4)**

*Prerequisite:* Ge 132, 134, first year of Chemistry, may be taken concurrently. Introduction to crystallography, structure and crystal chemistry of selected important minerals and the rock-forming silicates. Three lectures and two hours of laboratory per week.

*Rudolph Hon*

**Ge 240 Seminar in Regional Geology (S: 2 or 4 credits)**

*Prerequisite:* Consent of the instructor. A seminar which studies the regional geology of a specific area of North America or elsewhere. One evening meeting per week. Up to 16 students will be selected from the class to participate in a two-four week field trip to the study area. Four credits are awarded to students who complete both seminar and field trip. Oral and written reports are required.

*The Department*

**Ge 264 Stratigraphy and Sedimentation\* (S: 4)**

*Prerequisite:* Ge 132 and 134 or equivalent. The sedimentary rock strata of the earth's crust will be studied in a systematic manner to develop principles and processes of origin and deposition. Lithostratigraphic and biostratigraphic concepts will be considered along with time, time-rock, and rock classifications to permit correlation of rock units. Selected examples from the past will be examined for these and for paleoecological and paleoenvironmental interpretations.

*George D. Brown, Jr.*

**Ge 270 Petrology I (F: 4)**

*Prerequisites:* First year of Chemistry, Ge 132, 134, 200 or equivalent.

This course has two parts: the principles and theory of polarizing microscopy and basic igneous petrology. The first part of the course focuses on the basic physics of the interaction of light with the crystalline matter and how it can be applied to mineral identification using the polarizing microscope. The second part of the course covers the basic principles of igneous petrology, equilibrium and non-equilibrium crystallization and the use of phase diagrams in binary, ternary, and quaternary systems.

Three hours of lecture per week. Laboratory Ge 271 is required.

*The Department*

**Ge 271 Petrology I, Laboratory\* (F: 0)**

The laboratory exercises are directly synchronized with Ge 270. The student will practice the use of the polarizing microscope and will learn how to use it as a tool for identification of rock-forming minerals, using the immersion technique as well as the thin sections. The petrology and classification of the igneous rocks is learned using both hand samples and thin sections. Laboratory unknowns and problems assigned. Four hours per week.

*The Department*

**Ge 272 Petrology II (S: 4)**

*Prerequisite:* Ge 270 or equivalent

A continuation of Ge 270. This course is devoted to an understanding of the petrology of sedimentary and metamorphic rocks. During the first half of the course the dynamic and geochemical factors involved in the formation of sedimentary rocks will be explored. The second part of the course is devoted to the study of metamorphism including the variables and controls involved in the formation of metamorphic rocks. Phase diagrams will be used extensively and applications of the phase rule studied. Laboratory Ge 273 is required.

*J. Christopher Hepburn  
David C. Roy*

**Ge 273 Petrology II, Laboratory\* (S: 0)**

Laboratory for Ge 272. The petrology of sedimentary and metamorphic rocks will be examined both in hand sample and in thin section utilizing the polarizing microscope. Four hours of laboratory per week with problem sets and unknowns assigned.

*J. Christopher Hepburn  
David C. Roy*

**Ge 285 Structural Geology I:\* Field Aspects (F: 4)**

*Prerequisite:* Ge 132 and 134 or equivalent. This course is oriented toward solving problems of geological structures by field exercises and problem sets, emphasizing descriptive and geometrical aspects. Two hours of lecture, one 1 1/2 hour problem solving/laboratory session per week and six all-day Saturday sessions in the field.

*James W. Skehan, S.J.*

**Ge 292 Reading and Research in Geology (F: 3–S: 3)**

An independent study of some problem or area of knowledge in geology under the direction of a faculty member. Also to be used for undergraduate students doing honors theses.

*The Department*

**Ge 293 Reading and Research in Geophysics (F: 3–S: 3)**

An independent study of some problem or area of knowledge in geophysics under the direction of a faculty member. Also to be used for undergraduate students doing honors theses.

*The Department*

**Ge 302 Geochemistry (S: 3)**

*Prerequisites:* College Chemistry, Ge 200, or equivalent.

An introduction to fundamentals of geochemical processes and how they influence distribution of elements in the natural environment. The subjects which will be discussed will include nucleosynthesis, isotope

geology, water chemistry and chemical changes during formation of sedimentary, metamorphic and igneous rocks.

*Rudolph Hon*

**Ge 330 Principles of Paleontology\* (F: 4)**

*Prerequisite:* Ge 132, 134 or equivalent, or permission of the instructor.

An introduction to the study of animal life of the past. Consideration is given to the concept of species, especially the problems of taxonomy of individuals and of populations. Living representatives of the various phyla are compared with fossil forms to offer evidence regarding mode of life, evolutionary development, and ecological environment.

*George D. Brown, Jr.*

**Ge 350 Regional Geology of North America**

*Prerequisites:* Ge 132–134, 285 or equivalent

A systematic investigation of the physiography, stratigraphy, structural geology, petrology, and distribution of the major geological provinces of North America. Readings, oral and written reports. Not offered in 1985–86

*George D. Brown, Jr.*

**Ge 385 Structural Geology, Analytical Aspects (F: 4)**

*Prerequisites:* Ge 132 and 134 or equivalent, one year of college calculus, Ph 209 or equivalent.

A history of the development of structural geology will be presented during the first several lectures. Then quantitative and tectonic aspects of fracture, folding, faulting, and igneous intrusions will be treated. To achieve this objective, an analysis will be made of stress, and the elastic, brittle, ductile, and creep behavior of rocks.

One two-hour problem session laboratory per week.

*Emanuel G. Bombolakis*

**Ge 391 Introduction to Geophysics (F: 3)**

*Prerequisites:* Ge 132, 134; Mt 200–201; Ph 211–212

An introduction to the methods of observation and interpretation of geophysical phenomena. Topics include: seismology, gravity and magnetic fields, age determinations, heat flow, and tectonic forces.

*John F. Devane, S.J.*

**Ge 450–452 Exploration Geophysics I and II (F: 4–S: 4)**

*Prerequisites:* Ge 132, Mt 200–201, Ph 211–212

A practical course in geophysical exploration methods; emphasis is on applications to petroleum and mineral exploration and geoengineering work. Part I covers seismic refraction and reflection methods and emphasizes modern techniques and applications. Part II covers gravity, and electrical methods and their theory, instrumentation, data reduction, and interpretation.

Second semester may be taken without first semester by permission of instructor. Three hours of lecture and one problem/discussion session per week.

*John F. Devane, S.J.  
John E. Ebel*



**Ge 485 Instrumental Techniques in Geology**

*Prerequisite:* One year Chemistry, Ge 200, 272.

This course is designed to introduce students to the theory, principles of operation and instrumentation of all common instrumental techniques presently used in geological research. These will include x-ray diffraction, x-ray fluorescence, atomic absorption, absorptiometry, electron microscope techniques, neutron activation, emission spectroscopy and mass spectroscopy. There will be laboratory exercises making use of x-ray diffraction, atomic absorption and neutron activation instrumentation.

Offered alternate years. Will be offered in 1986-87.

*Rudolph Hon*

**Ge 492 Geological Field Mapping (F: 3)**

*Prerequisites:* Ge 285, Ge 290

Review and application of basic field methods to the solution of geologic problems involving variable rock types of differing structural complexity, depending on the nature of the student's proposed thesis. Emphasis will be on structural and stratigraphic data collection, analysis, oral and written presentation of results.

*James W. Skehan, S.J.*

**Ge 500 Potential Field Theory (F: 3)**

*Prerequisites:* Mt 300-301; Ph 211-212

This course will study the vector integral theorems of Gauss, Stokes and Green. In addition, potential methods of solving Laplace, Poisson, diffusion and wave equations under appropriate geophysical conditions will be considered.

*John F. Devane, S.J.*

**Ge 505 Micropaleontology\* (S: 3)**

*Prerequisite:* Ge 330

An introduction to the study of very small but geologically important taxa of the plant and animal kingdoms. Groups studied will include the Foraminifera, Ostracoda, Conodonts, Bryozoa, and Diatoms. Three hours of lecture and one laboratory per week.

*George D. Brown, Jr.*

**Ge 520 Sedimentary Petrology\***

*Prerequisites:* Ge 132, 134, 264, 272

The petrography and origin of the major sedimentary rock types will be emphasized. The use of mineral and chemical composition together with textural and sedimentary analyses to understand the production of sediment, sedimentary provenance and depositional environments will be explored. Offered alternate years; will be offered in 1986-87.

*David C. Roy*

**Ge 525 Theory of Mineral Equilibria**

*Prerequisites:* Integral and differential Calculus, Inorganic Chemistry; some knowledge of Thermodynamics is desirable.

The course consists of 2 interrelated parts. The first part will examine basic principles of thermodynamics; (1st, 2nd, and 3rd law of thermodynamics) and the theory of solution and equilibria in the chemical system using geological examples. During the second part the same principles will be used in understanding metamorphic reactions and silicate melt-crystal equilibria with special emphasis on geothermometry and geobarometry.

Offered alternate years; will be offered in 1986-87.

*Rudolph Hon*

**Ge 526 Igneous Petrology**

*Prerequisites:* Ge 272, 525 or equivalent

The origin and evolution of igneous rocks in the light of experimental and petrographic evidence. Introduction to the principles of phase equilibria.

Offered alternate years; will be offered in 1986-87.

*Rudolph Hon*

**Ge 528 Metamorphic Geology (F: 3)**

*Prerequisites:* Ge 270, Ge 272, suggested Ge 525

This course focuses upon the nature and origin of rocks formed by metamorphism from pre-existing rocks, largely by burial in orogenically active areas. Topics will include the interpretation of mineral assemblages, their phase relatives, and pressure-temperature regimes of metamorphism, the use of geothermometers and geobarometers, and the importance of fluids during metamorphism. Readings will be from a recent text and current journal articles. A two-to three-day field trip is planned.

*J. Christopher Hepburn*

**Ge 530 Marine Geology**

*Prerequisites:* Ge 132, 272

Recent geological, geophysical and geochemical information on the ocean basins is examined. Emphases are placed on modern sedimentation and deformation dynamics, and ocean basin history revealed by cored and dredged sediments and igneous rocks, together with seismologic, gravity, heatflow, and magnetic data. Offered alternate years; will be offered in 1986-87.

*Benno M. Brenninkmeyer*

**Ge 539 Coastal Geology (F: 3)**

*Prerequisites:* Ge 132, 134, Mt 200-201, Ph 211-212 and Ge 450-452 or equivalent

Processes of deposition and erosion of the world's coastline. Topics to be considered are classification of shorelines; sea level changes; beach, paludal, deltaic, evaporite and carbonate environments. Special attention is given to shallow water hydrodynamics.

*Benno M. Brenninkmeyer*

**Ge 542 Engineering Geology I (S: 3)**

*Prerequisites:* Ph 209 and Structural Geology I or equivalents

Emphasis will be given to analysis of problems frequently encountered in the engineering geology of sediments. The problems will include basic processes affecting the mechanical behavior of sediments, time-dependent ground settlement, slope stability, and landslides.

*Emanuel G. Bombolakis*

**Ge 547 Advanced Structural Geology (S: 3)**

*Prerequisite:* Consent of instructor

The emphasis will be on basic problems of structural geology, utilizing stress-strain relations. These problems will be analyzed with respect to well-documented field examples in California and several other key areas of the Cordillera. The basic problems include faulting mechanisms and the development of over-thrusts, sheets, detachment faults, and drape folds.

Three hours of lecture per week.

*Emanuel G. Bombolakis*

**Ge 572 Geophysical Data Processing (F: 3)**

*Prerequisite:* Ge 391, Computer Programming

The techniques of convolution, correlation and spectral analysis are applied to seismic, magnetic and gravity data, with emphasis on the theory and construction of two-dimensional filters in the interpretation of gravity and aeromagnetic data.

*John F. Devane, S.J.*

**Ge 610 Physical Sedimentation\* (S: 4)**

*Prerequisites:* Ge 132, 134, 264, 272; Mt 100-101; Ph 211

A study of the physical dynamics of erosion, transport, and deposition of particulate materials in fluid media. Experimental and empirical data on both channelized and nonchannelized flow systems will be examined. Special attention will be given to sedimentary structures and their hydrodynamic interpretations. Three hours of lecture per week. Laboratory Ge 611 required.

*David C. Roy*

**Ge 611 Physical Sedimentation Laboratory (S: 0)**

Experiments that illustrate sediment transport mechanisms and the development of sedimentary features in sandstone beds are performed using a recirculating flume.

*David C. Roy*

**Ge 660 Introduction to Seismology (F: 3)**

*Prerequisites:* Ge 391, Mt 300-301 or equivalent

A basic course in seismology, including seismograph calibration, ray theory, body and surface waves, location, magnitude and intensity. Also discussed are seismicity, energy release, mechanisms, and fault-plane solutions.

*John E. Ebel*

**Ge 661 Theoretical Seismology (S: 3)**

*Prerequisites:* Ph 480, Ge 660 or equivalent

An advanced course in seismology. Elasticity and development of the wave equations, reflection and refraction, energy partitioning, inversion of body wave data and dislocation theory of earthquakes.

*John E. Ebel*

**Ge 662 Geomagnetism**

*Prerequisites:* Ge 391, Ge 500

Analysis of the Earth's magnetic field in space and time. Origin of the field; secular variation; magnetic storms; micropulsations; electrical conductivity of the Earth; paleomagnetism and its relationship to theories of global tectonics.

Offered in 1986-87.

*John F. Devane, S.J.*

**Ge 672 Physics of the Earth**

*Prerequisite:* Permission of instructor

An advanced course covering the solar system, radioactive age dating, the earth's rotation, gravity, seismicity, thermal properties, geomagnetism and tectonics. Offered in 1986-87.

*John E. Ebel*

**Ge 690 Tectonics of the Appalachian Orogen and Related Terrains (F: 3-S: 3)**

*Prerequisites:* Ge 285, 290, 526, 528

Review and analysis of the literature on



the Geology of the Appalachian—Caledonide Orogen of eastern North America and Europe with special emphasis on those stratigraphic, structural and petrological parameters important for the evaluation of and development of tectonic models.

James W. Skehan, S.J.

## Germanic Studies

### Faculty

**Professor Emeritus Heinz Bluhm**, A.B., Northwestern College; A.M., Ph.D., University of Wisconsin

**Professor Christoph Eykman**, Chairman of the Department  
Ph.D., Rhein, Friedr. Wilhelm Universität, Bonn

**Adjunct Associate Professor W. Michael Resler**, A.B., William and Mary College; A.M., Ph.D., Harvard University

**Assistant Professor Gert Bruhn**, A.B., University of British Columbia; A.M., Ph.D., Princeton University

**Special Lecturer Valda Melngailis**, A.B., A.M., Boston University; Ph.D., Harvard University

### Program Description

The major in Germanic Studies is designed to give the student an active command of the German language, an insight into German literature and culture, and to provide the background for graduate study in the field.

Students majoring in Germanic Studies are required to complete a total of 12 courses within the following curriculum:

1. Composition and Conversation (2)
2. History of German Literature (2)
3. Four semester courses in German literature or culture (4)
4. Two semester courses in subjects related to German culture. For example: Hs 177, Hs 441–442, Pl 419, Pl 421, Pl 479, Pl 509, Th 499 and others, subject to the approval of the Department.
5. Two electives either in German literature (in German or in English translation), or in a second foreign language. (2)

Subject to Departmental approval, the Honors Program in German is offered to interested students who maintain a cumulative average of at least 3.3 in German. These students are advised to begin in the second semester of their junior year, under the direction of a member of the Department, a research project which will lead to an Honors Thesis.

### Course Offerings

**Gm 001–002 German A (Elementary) (F: 3–S: 3)**

The fundamentals of German grammar and vocabulary. Practice in listening comprehension and speaking in everyday situations. Exercises in reading and in elementary German composition.

The Department

**Gm 005–006 German M (Elementary Business) (F: 3–S: 3)**

This course is especially designed for SOM students who want to enrich their program by acquiring the basic skills of reading, writing (correspondence), speaking, and listening-comprehension in German in areas such as International Business, Marketing, Finance (incl. Banking), Operations Management, and other relevant fields. No previous German is required.

Christoph Eykman

**Gm 050–051 Intermediate German (F: 3–S: 3)**

*Prerequisite:* Gm 001–002, or its equivalent  
Further training in active use of the language, with emphasis on reading and conversation. Readings in 20th century German prose, fiction, and non-fiction. German culture and society. Grammar review. Discussion and composition.

The Department

**Gm 175–176 Highlights of German Culture (F: 3–S: 3)**

*Prerequisite:* Gm 050–051, or its equivalent  
The cultural and artistic achievements of German-speaking Europe from the Middle Ages to the present. Their relation to the major trends and movements in German literature.

Valda Melngailis

**Gm 199 Intensive Reading Course in German (F: 0)**

The course prepares the student for either a graduate language reading examination or the standardized Princeton type of test and provides him or her with the ability to read general or specialized material in his or her own as well as related major fields. Note: No previous German is required for this course.

Gert Bruhn

**Gm 201–202 German Composition and Conversation (F: 3–S: 3)**

*Prerequisite:* Gm 050–051, or its equivalent  
This course is designed to improve fluency in spoken German. Short compositions will be written periodically. Course work also includes review of selected difficult areas of grammar (with exercises), systematic vocabulary building, listening comprehension, reading and discussion of newspaper articles, plays, and other texts dealing with current aspects of life in modern Germany.

A required course for German majors.

Christoph Eykman

**Gm 210–211 History of German Literature**

*Prerequisite:* Gm 050–051 (with an honor grade), or its equivalent.

An introduction to the study of German literature. Selected texts from the Middle Ages to the 20th century will be analyzed against the background of historical events and European literary movements.

A required course for German majors.

Offered 1986–87

Valda Melngailis

**Gm 222 The German Novelle from Kleist to Kafka (S: 3)**

A study of the evolution of the *Novelle* as an important genre in modern German literature. Discussion of early models such as Boccaccio and Cervantes; theories of the *Novelle* from Goethe to Paul Heyse; literary, cultural and political influences on the

development of the genre from the early 19th to the first half of the 20th century. Readings include stories by Kleist, Tieck, Stifter, Meyer, Storm, Hauptmann, Thomas Mann, and Kafka.

Gert Bruhn

**Gm 223 Contemporary German Fiction (S: 3)**

A close analysis of selected stories and short novels by major West as well as East German and Austrian writers such as Heinrich Böll, Siegfried Lenz, Peter Handke, Thomas Bernhard, and others. The texts will be discussed in the context of 20th century German political and cultural history. Texts and lectures are in German. Discussions, paper and exams in English or German.

Christoph Eykman

**Gm 242 Germany, East and West: The Contemporary Scene (F: 3)**

A multi-dimensional look at post-war Germany, East and West. History, the two political systems, social structure, the two educational systems, terrorism, the peace movement, art, literature, philosophy, the young generation, Americanization, and other topics. Supplemented by documentary films. Conducted in English.

Christoph Eykman

**Gm 271 Thomas Mann (F: 3)**

A study of Mann's craft of fiction and his contribution to the modern German novel. Topics to be discussed: art, politics, and the daemonic; romanticism and realism; decadence and progress; Germany as a theme in Mann's novels and essays; the influence of Goethe, Wagner, and Nietzsche. Readings include: *Tonio Kröger*, *Der Tod in Venedig*, *Der Zauberberg*, and *Doktor Faustus*.

Gert Bruhn

**Gm 280 Goethe's Faust I (F: 3)**

An interpretation of the *First Part* of Goethe's *Faust*, one of the masterpieces of world literature. The Faust theme in European literature before and after Goethe. The intellectual background of German Storm and Stress and Classicism: Herder, Kant, Nietzsche, Mozart, Beethoven, Schubert. *Faust* seen in the larger context of Goethe's general view of life.

Conducted in English

Heinz Bluhm

**Gm 281 Goethe's Faust II (S: 3)**

An interpretation of the *Second Part* of Goethe's *Faust*, one of the masterpieces of world literature. The Faust theme in European literature before and after Goethe. The intellectual background of German Classicism and Romanticism: Kant, Hegel, Nietzsche, Beethoven, Schumann. *Faust* seen in the larger context of Goethe's general view of life.

Conducted in English

Heinz Bluhm

**Gm 299 Reading and Research**

Supervised reading within specific areas, for the solution of individual problems of research. This course may be taken only with permission of the chairperson.

By arrangement

The Department

Other courses in the Department's repertoire, offered on a non-periodic basis, include:



- Gm 215 German Romanticism**  
**Gm 217 German Literature: The Classical Period**  
**Gm 219 German Lyric Poetry through Goethe**  
**Gm 220 Goethe and Schiller**  
**Gm 225 German Literature—The 19th Century**  
**Gm 230 German 19th Century Drama**  
**Gm 232 Nietzsche's *Thus Spake Zarathustra* (in translation)**  
**Gm 235 Modern German Drama**  
**Gm 237 20th Century German Poetry**  
**Gm 239 German Literature of the High Middle Ages**  
**Gm 244 Heinrich Böll and the Post-War German Novel (in translation)**

## History

### Faculty

- Professor Andrew Buni, A.B., A.M.,** University of New Hampshire; Ph.D., University of Virginia  
**Professor William M. Daly, A.B., A.M.,** Boston College; Ph.D., Brown University  
**Professor John L. Heineman, A.B.,** University of Notre Dame; Ph.D., Cornell University  
**Professor Janet W. James, A.B.,** Smith College; A.M., Bryn Mawr College; Ph.D., Harvard University  
**Professor Raymond T. McNally, A.B.,** Fordham University; Ph.D., Free University of Berlin  
**Professor Samuel J. Miller, B.S., A.M.,** Ohio State University; Ph.D., Brown University  
**Professor Thomas H. O'Connor, A.B., A.M.,** Boston College; Ph.D., Boston University  
**Professor Silas H. L. Wu, A.B.,** National Taiwan University; A.B., University of California at Berkeley; A.M., Yale University; Ph.D., Columbia University  
**Associate Professor Benjamin Braude, A.B., A.M., Ph.D.,** Harvard University  
**Associate Professor Paul Breines, Director of Graduate Studies**  
 A.B., A.M., Ph.D., University of Wisconsin  
**Associate Professor Joseph T. Criscenti, A.B.,** University of Detroit; A.M., Ph.D., Harvard University  
**Associate Professor Radu R. Florescu, A.B., A.M., B.Litt.,** Oxford University; Ph.D., Indiana University  
**Associate Professor Ellen G. Friedman, B.A.,** New York University; Ph.D., C.U.N.Y. Grad School  
**Associate Professor Mark I. Gelfand, A.B.,** City College of New York; A.M., Harvard University; Ph.D., Columbia University  
**Associate Professor R. Alan Lawson, A.B.,** Brown University; A.M., University of Wisconsin; Ph.D., University of Michigan  
**Associate Professor Roberta Manning, A.B.,**

- Rice College; A.M., Ph.D., Columbia University  
**Associate Professor Rev. Francis J. Murphy, A.B.,** Holy Cross; A.M., Ph.D., Catholic University  
**Associate Professor David A. Northrup, B.S., M.A.,** Fordham University; M.A., Ph.D., University of California, Los Angeles  
**Associate Professor Kevin O'Neill, A.B.,** Marquette University; A.M., Loyola University; Ph.D., Brown University  
**Associate Professor Thomas W. Perry, A.B., A.M., Ph.D.,** Harvard University  
**Associate Professor Carol M. Petillo, A.B.,** Montclair State College; A.M., Ph.D., Rutgers University  
**Associate Professor Alan Reinerman, B.S., A.M.,** Xavier University; Ph.D., Loyola University  
**Associate Professor Alan Rogers, Chairman of the Department**  
 A.B., M.A., Ph.D., University of California, Santa Barbara  
**Associate Professor John H. Rosser, A.B.,** University of Maryland; A.M., Ph.D., Rutgers University  
**Associate Professor Paul G. Spagnoli, A.B.,** Holy Cross; A.M., Ph.D., Harvard University  
**Associate Professor L. Scott Van Doren, A.B.,** Oberlin College; A.M., Ph.D., Harvard University  
**Associate Professor Peter H. Weiler, A.B.,** Stanford University; A.M., Ph.D., Harvard University  
**Assistant Professor Maceo Dailey, Jr., M.S.,** Morgan State University; Ph.D., Howard University  
**Assistant Professor Joseph A. Glavin, S.J., A.B., A.M.,** Boston College; S.T.B., Weston College  
**Assistant Professor Thomas J. Grey, S.J., A.B., A.M.,** Boston College; A.M., Georgetown University; S.T.L., Weston College  
**Assistant Professor Leonard P. Mahoney, S.J., A.B., A.M.,** Boston College; A.M., Ph.L., S.T.L., Weston College; Ph.D., Georgetown University  
**Assistant Professor Judith E. Smith, B.A.,** Radcliffe College; M.A., Ph.D., Brown University

### Program Description

The Department of History offers the undergraduate student a variety of courses in Ancient, Medieval European, Early Modern and Modern European, Russian, East European, United States, Latin American, Asian, Middle East, and African History. Careful planning, with the advice of faculty members, can provide the student with a sequence of courses which will prepare him or her for the fields of law, government, and the foreign service, and for a career in various international organizations, in journalism, or in teaching at the elementary, secondary, or college levels.

A history major is required to take a two-semester sequence in European Civilization since the Renaissance (selection from any course Hs 001–002 through Hs

091–092), and a two-semester sequence in American Civilization (Hs 181–182). Students planning to concentrate in history are encouraged to take European Civilization in their freshman year, and American Civilization in their sophomore year. Once they have fulfilled these requirements they will have acquired the prerequisite for most elective courses in junior and senior years. Beginning students who have advanced placement or who have successfully passed the Departmental qualifying examinations, offered annually in the fall, may substitute an upper-division course in European or American history for these required courses.

In addition to the prescribed courses listed above the history major will be required to complete 8 courses in upper division electives in history, including at least 2 courses in some field of history either before 1500 or Non-Western. Upper division courses are listed in two categories: intermediate (Hs 150 through Hs 299) and advanced (Hs 300 through 699). Four of the 8 upper division electives should be advanced electives or Reading and Research courses.

In order to assure a well-balanced program, no more than 4 upper division courses may be earned in any single field. For this purpose the fields are identified as: Ancient, Medieval, Modern Europe, East European and Russian, United States, Latin America, and the Third World.

Within the general context described above, a history major may choose to pursue a specialized program in Irish Studies. The program offers a junior year in Irish Studies at University College, Cork, which provides intensive exposure in areas of Irish culture not normally available in the United States, such as Irish ethnography, folklore, and anthropology. Interested students should apply to the Junior Year Abroad office or see Professors Dalsimer and O'Neill of the English and History Departments.

In order to facilitate the introduction of research techniques the Department offers a variety of Readings and Research opportunities. These projects must be arranged between the individual student and professor, and then receive the permission of the Departmental Chairperson. No more than 2 courses completed in this fashion will count towards the history major degree.

### Core

The University Core Requirement is a two-semester sequence in Modern European History (1500 to the present). All History courses numbered between Hs 001–002 and 091–092 fulfill this requirement. All of these courses have distinctive emphases, reflecting the interests and expertise of the instructors, and wherever possible they have been given specific titles which describe these emphases. Nevertheless, with the exception of Hs 063–064 and Hs 091–092 (which are described below), all courses cover the following topics.

First Semester: The Renaissance, the Reformation, and the Counter-Reformation; exploration and overseas trade; the social structure of early modern Europe; the development of the bureaucratic state; international relations and



warfare; the scientific revolution and the Enlightenment; the development of capitalism and the origins of the Industrial Revolution; the revolutions in seventeenth-century England and eighteenth-century France.

Second Semester: Napoleon; the Congress of Vienna; nineteenth-century conservative and liberal political theories; nationalism, the unification of Italy, and German unification; Marx and Darwin and their influences on modern thought; the development of modern industry; imperialism and colonialism; international relations, World War I, and the Russian Revolution; Fascism and the Depression; World War II; postwar Europe.

Hs 083 and 084 cover these topics in reversed sequence and are intended primarily for students who need to begin or complete their history Core requirement out of turn.

## Course Offerings

### Specific Core Courses Are:

**Hs 001–002 Cul and Inst Hs of Mod Europe (F: 3–S: 3)**

*Perry/To be announced*

**Hs 005–006 Soc and Econ Development of Mod Europe (F: 3–S: 3)**

*Van Doren/Spagnoli*

**Hs 009–010 Honors Survey European History (F: 3–S: 3)**

*Miller*

**Hs 011–012 Pol and Soc Hs Mod Europe (F: 3–S: 3)**

*The Department/McNally*

**Hs 015–016 Cul Hs Mod Europe (F: 3–S: 3)**

*Murphy*

**Hs 019–020 Pol and Int Hs Mod Europe (F: 3–S: 3)**

*O'Neill/To be announced*

**Hs 023–024 Soc and Cul Hs Mod Europe (F: 3–S: 3)**

*Weiler/Breines*

**Hs 027–028 Pol and Cul Hs Mod Europe (F: 3–S: 3)**

*Reinerman*

**Hs 045–046 European Soc and Pol Evolution (F: 3–S: 3)**

*To be announced/Manning*

**Hs 051–052 The West and the World (F: 3–S: 3)**

*Northrup/To be announced*

**Hs 059–060 The Rise of Europe: East and West since 1500 (F: 3–S: 3)**

*Rosser/To be announced*

**Hs 063–064 Europe 800–1815 (F: 3–S: 3)**

First semester: Europe from Charlemagne through its development into a mature society in the Middle Ages. Second semester: Europe from the late Middle Ages (ca. 1300) through Napoleon.

*Daly/Miller*

**Hs 081 Modern Europe, 1500–1789 (F: 3)**

*The Department*

**Hs 082 Modern Europe, 1789–Present (S: 3)**

*The Department*

**Hs 083 Europe from 1789 to the Present (F: 3)**

*The Department*

**Hs 084 Europe from 1500 to 1789 (S: 3)**

*The Department*

**Hs 091–092 Western Civilization (F: 3–S: 3)**

This two-semester sequence presents a broader survey of Western Civilization for those students interested in a study of European history from the birth of Christianity to the present. Students who begin this sequence may *not* transfer into any other course for the second semester; similarly, students who have begun their Core in one of the *Europe since 1500* courses may not transfer into Western Civilization during the second semester.

*Joseph Glavin, S.J.*

### Undergraduate Electives for Non-Majors

All courses above 100 require as a prerequisite the successful completion of the University Core (Hs 001–002 through Hs 091–092). Most of the following electives, though taught as year courses, may be taken for one semester only. Students should consult the Department or the individual professor for advice.

**Hs 101 Remembering the 1960's (F: 3)**

*Prerequisite:* Any two semesters of Hs 001 through Hs 092.

Taught by actual participants, this course will analyze and describe the various movements which have come to be associated with the decade of the 1960's: civil rights, feminism, anti-war activity, the counter-culture, etc. These forces will be contrasted to the established context of the period, and an attempt will be made to arrive at an understanding of the roots and results of this conflict.

*Carol Petillo*

**Hs 106 Conspiracy in American History (S: 3)**

*Prerequisites:* Any two semesters of Hs 001 through Hs 092.

An analysis of a number of famous incidents at critical periods of American History, which have been described by various historians as the results of deliberate plots or conscious conspiracies. Such incidents would include: Sam Adams and the Boston Tea Party; Aaron Burr and the Western Conspiracy; James K. Polk and the Mexican War; Abraham Lincoln and the attack on Fort Sumter; Theodore Roosevelt and the assault on Manila Bay; Franklin Delano Roosevelt and the Japanese attack on Pearl Harbor; the assassination of John F. Kennedy; and Lyndon B. Johnson and the Vietnam War.

*Thomas O'Connor*

**Hs 112 Technology and Society (S: 3)**

*Prerequisites:* Any two semesters of Hs 001 through Hs 092

The age we live in is unique in the quantity of technology we must deal with but not in the experience of dealing with technology. To put the present in perspective, this course traces the main technological developments that have shaped human society, including food production (from the domestication of plants to bio-technology), medicine (from potions to miracle drugs),

energy (from wind to nuclear), manufacturing (from mills to robots), war (from chariots to H-bombs), and other topics. Major attention is given to the problems posed by modern technology.

*David Northrup*

**Hs 113 Soviet Foreign Policy and the Cold War (F: 3)**

*Prerequisites:* Any two semesters of Hs 001 through Hs 092.

An attempt to utilize traditional historical methodology in order to gain a deeper understanding of the dynamics and issues of the Cold War, especially as these affect and are affected by the USSR. We will cover the high points of Soviet foreign policy from its inception to the Second World War, the experience of World War II for the Soviets and its lingering effects on the formulation of Soviet foreign policy, the major Cold War crises from the Berlin crisis of 1948 to the Cuban Missile Crisis of 1962, Detente and its demise, the new Cold War, the problems of arms control and the shift of Soviet-American rivalries from Europe to the volatile Third World.

*Roberta Manning*

**Hs 121 An Historian's Guide to World Chaos (S: 3)**

*Prerequisites:* Any two semesters of Hs 001 through Hs 092.

A brief survey of the historical background necessary to understand major areas of crisis in the world today. Topics include the arms race and the Cold War, revolution in central America, the Arab-Israeli conflict, the crisis in northern Ireland.

*Peter Weiler*

**Hs 122 China: Confucianism, Christianity and Communism (S: 3)**

A comparative survey of three major ideologies in Chinese history. This course will examine both their philosophical contents and their shaping influences on the mind and life patterns of the Chinese people.

*Silas Wu*

**Hs 130 History of Boston (F: 3)**

*Prerequisites:* Any two semesters of Hs 001 through Hs 092

A survey of Boston from the 1820s to the present as it has changed from a town to a city to a metropolitan center. A full range of topics will be covered (aided by guest lecturers) including the city's physical growth, political conflicts, social structure (immigrant and Brahmin), literary achievements, architectural splendor, economic growth, social turmoil, and contemporary problems. The course will emphasize the traditions and changes that have made Boston the influential and exciting place it is and how and why the diverse population has responded.

*Andrew Buni*

**Hs 136 Myth and Superstition (S: 3)**

*Prerequisites:* Any two semesters of Hs 001 through Hs 092.

This course will study the impact of the non-rational beliefs upon men and events of each period and examine their causes down to the present. Stress will be placed upon the lives and role of the more famous astrologists, oracles, chimorancers, sorcerers, and alchemists. The causes of



manifestations such as witchcraft, vampirism and lycanthropy will be examined. A portion of this course will be devoted to folkloric beliefs and their historical relevance. The literary interpretations of such myths will also be included.

*Radu R. Florescu*

**Hs 143 Adolf Hitler and the Third Reich (F: 3)**

*Prerequisites:* Any two semesters of Hs 001 through Hs 092.

In the light of recent scholarship, much new and important information is now available on Hitler's Germany. This course will attempt to survey that new literature and present a cohesive interpretation of the Nazi phenomenon. Special emphasis will be placed upon a reexamination of traditional theories, especially those relating to the outbreak of World War II. The focus will be upon domestic and foreign policies of the Third Reich.

*John L. Heineman*

**Hs 145 Dracula to Stalin (F: 3)**

*Prerequisites:* Any two semesters of Hs 001 through Hs 092.

An historical study of the tactics of terror from the real Dracula through Ivan the Terrible to Joseph Stalin. Through concentration upon primary source materials an attempt will be made to analyze the use of terror as a means of legitimizing political power. Myth will be separated out from historical data.

*Raymond T. McNally*

**Hs 150 History of Sports in America (S: 3)**

*Prerequisites:* Any two semesters of Hs 001 through Hs 092.

A look at recreation, leisure, and sport as a way of life in America and as an integral part of the total society.

*Andrew Buni*

**Hs 153 History of China (F: 3)**

*Prerequisites:* Any two semesters of Hs 001 through Hs 092.

A survey of Chinese history, from the Classical Age to the present, with special emphasis upon ideas and institutions.

*Silas Wu*

**Hs 154 History of Japan (S: 3)**

*Prerequisites:* Any two semesters of Hs 001 through Hs 092.

A survey of major historical traditions and forces that shaped the development of modern Japan as a super-economic power.

*Silas Wu*

**Hs 159 (Cl 223) History of Ancient Greece I (F: 3)**

*Prerequisites:* Any two semesters of Hs 001 through Hs 092.

The course will cover the Bronze Age, Homeric Greece and the Archaic Period and consider the household-based, aristocratic society reflected in Homer, the development of the *polis* (with emphasis on the developments in Athens and Sparta) and the social and economic changes of the Archaic period, and changes in Greek moral and political ideas and ways of perceiving reality.

*The Department*

**Hs 162 (Cl 224) History of Ancient Greece II (S: 3)**

*Prerequisites:* Any two semesters of Hs 001 through Hs 092.

The course will cover the fifth and fourth centuries B.C. and consider the Athenian democracy and empire, the "new" education, *stasis* (political unrest with the *polis*), the war between Athens and Sparta, social and political struggle of the fourth century, and the rise of Macedonia and conquests of Alexander.

*The Department*

**Hs 165-166 Medieval European History (F: 3-S: 3)**

*Prerequisites:* Any two semesters of Hs 001 through Hs 092.

Europe from its emergence as an identifiable society in post-Roman times to the beginning of the age of Humanism and world exploration. Political, economic, religious, and cultural developments will be studied as inter-related aspects of the increasingly dynamic society which, after overcoming its setbacks in late medieval times, was to galvanize world history.

*William M. Daly*

**Hs 175 (Bk 232) Black Culture and Consciousness in the 20th Century (F: 3)**

*Prerequisite:* Any two semesters of Hs 001 through Hs 092.

An examination of black culture and consciousness as manifested within the Afro-American community and in various artistic expressions such as music, literature, and painting. The focus of the course will be in understanding the internal dynamics of the black community which give rise to certain kinds of culture and consciousness and artistic creativity. In addition to looking in some detail at the black ethos and lifestyles within the Afro-American community, considerable emphasis will be given to black writers such as Nella Larsen, Claude McKay, Jean Toomer, Richard Wright, James Baldwin, Gwendolyn Brooks, musicians Duke Ellington, Louis Armstrong, B. B. King, James Brown, John Coltrane, visual artists Aaron Douglas, Jacob Lawrence, Romare Bearden, and August Savage. Guest lecturers (many of whom are themselves recognized artists and community activists) will be invited to class to discuss visual reproductions, music, and literature of significant Afro-American artists.

*Maceo Dailey*

**Hs 181-182 American Civilization (F: 3-S: 3)**

*Prerequisites:* Any two semesters of Hs 001 through Hs 092.

A survey of the political, social, economic, and intellectual developments that have shaped and influenced the growth of the United States from a colonial appendage to a world power. Based upon a sound foundation of the framework of American history this course will give students insights into the institutions, society, economy, and ideas upon which American Civilization is founded. Consideration will be given to continuity, change, and conflict in American society.

*The Department*

**Hs 200 (Bk 250) Life and Times of Martin Luther King (F: 3)**

*Prerequisites:* Any two semesters of Hs 001 through Hs 092

Biography of a man who changed civil rights history through non-violent resistance, from Montgomery, Alabama's bus boycott 1954 to Memphis assassination, 1968.

*Andrew Buni*

**Hs 203-204 Westward Movement (F: 3-S: 3)**

*Prerequisites:* Any two semesters of Hs 001 through Hs 092

The conquest of the American land mass and the influence of geography on the development of American society.

*Joseph Criscenti*

**Hs 212 England from the First to the Second Elizabeth (S: 3)**

*Prerequisites:* Any two semesters of Hs 001 through Hs 092.

A broad survey of England from the 16th century to the present day, emphasizing political and constitutional history

**Hs 223 France from the Black Death to the Sun King (S: 3)**

*Prerequisites:* Any two semesters of Hs 001-092.

A survey of French history from the 1340's to 1715 which will concentrate upon: the effects of the "Black Death" and Hundred Years War; the fifteenth century recovery; the "Spider King" and the new monarchy; rural and urban social patterns; the impact of the Italian Wars; the French Renaissance and Reformation; civil wars under the last Valois; the Parisian metropolis; colonialism and mercantilism; Bourbon "absolutism"; foreign policy and domestic unrest under the Cardinal Ministers; government and society under Louis XIV; Versailles and the Baroque court of the "Sun King."

*L. Scott Van Doren*

**Hs 225 The French Revolution (F: 3)**

*Prerequisites:* Any two semesters of Hs 001 through Hs 092.

The origins of the great Revolution of 1789: social economic, political, and intellectual. The course of the Revolution: political events in their social context. The significance of the Revolution: its impact on France and Europe.

*Paul Spagnoli*

**Hs 226 Black and Green: The Boston Experience (S: 3)**

*Prerequisites:* Any two semesters of Hs 001 through Hs 092.

An interdisciplinary exploration of the historical experience of two of Boston's communities, this course will examine the historical origin, migration paths and Boston experience of the Black and Irish people of Boston. Emphasis will be placed on shared social and cultural factors of the two communities and the forces which have hindered cooperation and encouraged division within the larger Boston community.

*Amanda Houston  
Kevin O'Neill*

**Hs 231 The Renaissance in Italy (F: 3)**

*Prerequisites:* Any two semesters of Hs 001 through Hs 092.



A survey of the major aspects of the Italian Renaissance from about 1300 to 1600 emphasizing cultural, religious, social, economic and political developments. Among those who will receive particular attention will be Dante, Petrarch, Boccaccio, Alberti, Leonardo, Raphael, Michelangelo, Cellini, and Machiavelli. Much of the course will concern the Renaissance in Florence.

*L. Scott Van Doren*

**Hs 239 Colonial Period in Latin America (F: 3)**

*Prerequisites:* Any two semesters of Hs 001 through Hs 092.

The course will begin with an anthropological study of Indian cultures in the New World on the eve of discovery and the adjustment of the Indian to the white man, the white man to the Indian, and then shift to an examination of Spanish and Portuguese political, economic, and religious institutions transferred to the New World, their fate here, and their impact on the formation of a Latin American civilization. Some readings will be done in famous contemporary accounts, but the emphasis will be placed on relatively recent scholarly monographs. *To be given in Spanish.*

*Joseph T. Criscenti*

**Hs 240 Argentina, Brazil, and Chile (S: 3)**

*Prerequisites:* Any two semesters of Hs 001 through Hs 092.

The emergence of Argentina, Brazil, and Chile as great powers in South America. The lectures will stress political and economic developments, and will seek to develop in the student an appreciation for Latin American culture. Numerous illustrations will be based on contemporary developments in Latin America. Some attention will also be given to new and old interpretations, either Latin American or American. Social and intellectual history will be touched upon in the readings. *To be given in Spanish.*

*Joseph T. Criscenti*

**Hs 241 Historical Construction of Gender (F: 3)**

*Prerequisites:* Any two semesters of Hs 001 through Hs 092.

What were the definitions of "maleness" and "femaleness" in the past? How did the expectations of what it meant to be a woman and to be a man change as part of the historical transformation of work, of family, and of community life? What are class, race and ethnic differences in conceptions of gender roles? Topics will include: the agrarian family; men and women of the frontier; the slave family; the man in the counting house, the woman in the parlor; the decline of Victorianism and the sexual revolution; male providers, female consumers; working women; street corner men.

*Judith Smith*

**Hs 250 Women's Experience in America (S: 3)**

*Prerequisites:* Any two semesters of Hs 001 through Hs 092.

An investigation of women's past experience as an aid to understanding changing female and male roles in our society today. Women of all social levels and ethnic back-

grounds are studied, in the family and at work. Other topics are feminist ideology and political action.

*Janet W. James*

**Hs 251-252 Twentieth Century United States (F: 3-S: 3)**

*Prerequisites:* Any two semesters of Hs 001 through Hs 092.

An in-depth study of the major political, social, diplomatic and economic developments which marked the history of the United States from the opening of the Twentieth Century to the present time.

The fall semester course will trace the origins, successes and eventual outcome of the Progressive Movement, the impact of World War on American life, the politics and culture of the Age of Normalcy, and the political and social implications of the New Deal.

The spring semester will investigate life in post-World War II United States, the changing emphasis and character of the Cold War and the meaning and effect of the Cultural Revolution of the 1960s and 1970's.

*Rev. Thomas Grey*

**Hs 253 The Law and American Society (F: 3)**

*Prerequisites:* Any two semesters of Hs 001 through Hs 092.

An examination of the role of the law in American life from colonial times to the present. This course is designed to acquaint the student with the influence of legal institutions upon the development of American political, social and economic patterns. Special attention will be given to the part played by the legal profession in the shaping of American society. This is not a course on the fine points of judicial logic, but a study of how Americans have viewed the law and utilized it to achieve their vision of a good society.

*Mark Gelfand*

**Hs 263 Free Thinkers, Atheists and Anti-Clericals in the Modern West (S: 3)**

*Prerequisites:* Any two semesters of Hs 001 through Hs 092.

In one semester, this course will trace the marginal and fragmented intellectual tradition of skepticism, 'free-thinking', atheism and anti-clerical thinking in the West. Included will be a sketch of developments from 1500 to 1800 (from Montaigne through the French Revolution), but the major focus will be on the 19th and 20th centuries in Europe, with some discussion of the United States. Writings of major thinkers will be studied and placed in historical context by lecturers and discussions. Among the authors: Montaigne, Diderot, Shelley, Schopenhauer, Marx, Bakunin, Nietzsche, Freud, Bertrand Russell, Ayn Rand.

*Paul Breines*

**Hs 267 Society and Health Care in America (F: 3)**

*Prerequisites:* Any two semesters of Hs 001 through Hs 092

A general introduction to our efforts to cure illness and stay well from 1800 to the present. These major themes are studied in a context of social and scientific change: regular medicine, including education, practice, and research; alternative systems

of healing; the rise of the nursing profession and the modern hospital; epidemics and the public health movement; current issues in health care delivery.

*Janet W. James*

**Hs 273 USSR After Brezhnev: Prospects and Problems (F: 3)**

*Prerequisites:* Any two semesters of Hs 001 through Hs 098.

Soon the USSR will be experiencing a major change in its governing personnel as the Brezhnev generation of leaders who first came to the political fore in the late 1930s pass away. What kinds of people are likely to succeed Brezhnev in high office? How are they likely to relate to one another and the outside world? What sorts of political problems and policy decisions await them? We will attempt to answer these and other questions by reviewing the achievements and shortcomings of the Brezhnev era and examining current Soviet policy debates in a number of key areas, like foreign policy and disarmament, relations to third world revolution, energy policies, environmental politics, the woman question, the impact of the high tech revolution (and its implications for the Soviet economic system), the decline of dissent and its causes, cultural policies in the eighties, the lingering problems of agriculture, growing up in the USSR, national minorities, the role of Soviet trade unions (or is a Polish style crisis likely) and the issue of centralization or decentralization in the political and economic spheres. Students should feel free to suggest other topics and attempt to shape this course to suit their interests and needs. Readings will consist of scholarly monographs and articles and excerpts from the Soviet press in translation. Students will be required to write a 15 to 20 page paper analyzing current Soviet policy debates in an area of particular interest to them (placing these debates in their proper historical context) and to lead a class discussion on the topic selected.

*Roberta Manning*

**Hs 276 East and Central Africa (S: 3)**

*Prerequisites:* Any two semesters of Hs 001 through Hs 092.

Since the remote time when it nurtured the first human societies the region of Africa a thousand miles on either side of the equator has seen remarkable internal changes and external exchanges. At first the outside contacts centered on the Middle East and other Indian Ocean areas, stimulating the mining of precious metals, the rise of the Swahili culture, and the spread of Islam. From the fifteenth century the Atlantic also became an avenue for cultural and commercial exchanges (including the slave trade), which culminated in the conquest of East and Central Africa by seven different European powers. In recent decades the independence of twenty new nations in this region has given rise to new African cultures. This course surveys these economic, political, and cultural developments from antiquity to the present.

*David Northrup*



**Hs 280 A History of Blacks in American Sports, or Only the Ball was White (S: 3)**  
*Prerequisites:* Any two semesters of Hs 001 through Hs 092.

A chronology dating from America's first heavyweight boxing champion, Tom Molyneux, through Patrick Ewing of the Georgetown Hoyas. Special emphasis will be placed on the time period 1900 to the present when American athletics underwent such a boom. Racial attitudes of whites and blacks during these years which influenced what role blacks would be allowed to play in the white man's game will be examined.

*Andrew Buni*

**Hs 283-284 (Bk 104-105) Afro-American History (F: 3-S: 3)**

*Prerequisites:* Any two semesters of Hs 001 through Hs 092.

A study of the experiences of the blacks in America, this two-semester survey will begin with an examination of slavery in Africa and in the first semester continue through the Civil War. The second semester will investigate the development of Afro-American culture and the role of blacks from the Civil War to the present day. This course is designed primarily for non-majors.

*Maceo Dailey*

**Hs 286 (Bk 283) Blacks in Boston (S: 3)**

*Prerequisites:* Any two semesters of Hs 001 through Hs 092.

A survey of the Afro-American community in Boston from the beginning, 1638 to the present. Black Boston's response to national and international trends will be the background to a detailed examination of black relationship to Boston politics, economics, and social structure. Topics covered will include slavery, black participation in the War of Independence, 18th century emancipation, 19th century abolitionism and the Civil War, institutional development, formal and informal education, business and labor, housing patterns, the Civil Rights movement, and relationships with Euro-American groups.

*The Department*

**Hs 295 Ulster: The Rise and Fall of a Sectarian State (F: 3)**

*Prerequisites:* Any two semesters of Hs 001 through Hs 092.

This course will explore the historical development of sectarian division in Ulster from the 17th century through the present. Major emphasis will be placed on the divergent cultural developments of the two communities, and the resultant political confrontation of the 19th and 20th centuries. An attempt will be made to place the Ulster situation in a European perspective and to analyze the growth of terrorism in Ireland as a prototype for other forms of violent political action in Europe. With the instructor's approval, students will have the option of editing recorded interviews with Irish political figures and producing their own mini-video documentary.

*Kevin O'Neill*

**Hs 298 (Bk 314) West Africa (F: 3)**

*Prerequisites:* Any two semesters of Hs 001 through Hs 092.

This course is an historical introduction to the economic, cultural, and political devel-

opment of West Africa, the region bounded by the Sahara, the Atlantic, and the Cameroon Mountains. With half the population of the entire continent, the 15 modern nations of West Africa contain a cross-section of peoples whose cultures have been shaped by internal and external forces. It is the ancestral land of most Afro-Americans and includes two nations founded by Afro-Americans returning home. Beginning with the period around the time of Christ, the course traces the growth of African states, cultures, and commerce, the influence of North Africa, the Atlantic slave trade, and European colonial rule, concluding with an examination of contemporary societies.

*David Northrup*

**Hs 299 Readings and Research: Independent Study**

*Prerequisites:* Permission of Professor and Chairperson.

Students who wish to pursue a semester of directed readings with individual faculty members under this category must secure the permission of the faculty member and the Chairperson. Lists of faculty members and their fields can be obtained from the Department.

*The Department*

## Advanced Electives

**Hs 301 Modern China (F: 3)**

*Prerequisites:* Any two semesters of Hs 001 through Hs 092.

Political, social, and intellectual development from 1600 to the Peoples' Republic with special emphasis on the continuity and changes between China's imperial past and China today.

*Silas Wu*

**Hs 333 Psychology and History (S: 3)**

*Prerequisites:* Any two semesters of Hs 001 through Hs 092.

This course has two distinct, but related objectives: (1) it reviews critically the application of psychological concepts and methods to the understanding of historical change and development; and (2) it seeks to show that human personality, world-views and social behavior can be analyzed fruitfully in relation to the particular sociohistorical circumstances within which they have evolved. Topics include: psychodynamic approaches to history; social psychological processes in collective behavior, social movements and modernization; content analysis, life-history and other recent methods of historical analysis; histories of implicit ideologies ("mentalities") in relation to the family, childhood, madness, individualism, etc.; and social-psychological dynamics of traditionalism and modernity as forms of consciousness.

*Ali Banuazizi*

**Hs 337 The Late Roman Empire (F: 3)**

*Prerequisites:* Any two semesters of Hs 001 through Hs 092.

This is the first of a two-semester course on the Roman Empire from 284-1453.

The first semester covers the following topics: the reforms of Diocletian, the Germanic invasions, the expansion of Islam, the reign of Justinian and Theodora, the rise and function of the holy man, and the theological controversies of the 4th and

5th centuries. One central theme is explored, namely the transformation of the Roman Empire into a Christian state with its capital transferred from Rome to Constantinople.

*John Rosser*

**Hs 351-352 Medieval England (F: 3-S: 3)**

*Prerequisites:* Any two semesters of Hs 001 through Hs 092.

English society from the Anglo-Saxon migrations to the advent of the Tudors. Particular attention will be given to the emergence of the constitutional and legal practices and ideas which enabled England to produce an increasingly free system of institutions. Political, religious, economic, and artistic sides of English life will be examined selectively both for their relevance to these institutions and to the history of Europeanwide medieval culture.

*William Daly*

**Hs 359-360 (Rl 371-372) (En 347-348) (Fa 242-243) Classical Paris Recaptured (F: 3-S: 3)**

The Marais section of Paris, at its height in the 16th through 18th centuries, has been undergoing a face-lifting since 1964. This course will examine the artistic, literary, and political merits of the Marais, both past and present, through slides and lectures.

*Betty T. Rahv*

**Hs 365 (Rl 369) History and Literature of the Spanish Golden Age (S: 3)**

*Prerequisites:* Any two semesters of Hs 001 through Hs 092. Knowledge of the Spanish language.

This course will deal with Spanish society in the Golden Age through literary and historical writings. Topics to be treated include: the Spanish Inquisition, the position of minorities and outcasts in society, the role of women, the problems of the conquest and settlement of the New World.

The course will be team taught by faculty from the Departments of History and Romance Languages. Lectures and readings will be in English and Spanish.

*Ellen Friedman*

**Hs 368 (Rl 368) Modern Spain: From the Eighteenth Century to the Present (S: 3)**

*Prerequisites:* Any two semesters of Hs 001 through Hs 092.

This course will deal with Spanish history from the eighteenth century, through the Franco dictatorship, and up to the new democratic system of the present day. The emphasis will be on the emergence of "two Spains" -the old, traditional Spain, opposed to change, and the "new Spain," that first seeks moderate change on a European model, but later turns to radicalism - and the conflict between them. We will examine various movements on the right and the left, including, but not limited to, liberalism, socialism, anarchism, Carlism, and falangism, as well as phenomena such as regionalism, anti-clericalism and working-class unrest.

*Ellen Friedman*

**Hs 380 (Fa 396) (Rl 314) Italy—Art, Literature, History (S: 3)**

*Prerequisites:* Any two semesters of Hs 001 through Hs 092.

An interdisciplinary course to be taught in



conjunction with the Fine Arts and Romance Languages Departments. It will consist of ten two-hour lectures in English at Boston College to be followed by a three-week field-trip in Italy. The history and culture of Italy will be studied along general lines with emphasis on the period from ancient Rome to the late Renaissance. Lectures will focus on economic, social and political development together with artistic and literary trends and figures. Some attention will also be given to selected aspects of modern Italy.

*L. Scott Van Doren*

**Hs 408 Europe in the 18th Century (F: 3)**  
*Prerequisites:* Any two semesters of Hs 001 through Hs 092.

A study of the major political trends of the 18th century, with particular emphasis on the traditional monarchy of France, Enlightened Despotism, and the intellectual currents of the Enlightenment.

*Samuel Miller*

**Hs 418 (En 500) Politics and Literature of Irish Independence 1845–1922 (F: 3)**

*Prerequisites:* Any two semesters of Hs 001 through Hs 092.

This course will examine the interaction of politics and literature during the crucial stages of the movement for Irish Independence. It will pay particular attention to the development of political and literary attitudes and the relationships between such attitudes and objective historical reality. It will draw upon literary and historical readings and lectures in an attempt to integrate the two disciplines and achieve a more sophisticated understanding of Irish culture.

This course is taught jointly and cross-listed with the English Department.

*Adele Dalsimer*

*Kevin O'Neill*

**Hs 425 Twentieth Century Britain (S: 3)**

*Prerequisites:* Any two semesters of Hs 001 through Hs 092.

A survey of Great Britain since 1914 concentrating on social and economic history. The course deals with such topics as the decline of Britain's economic superiority, changes in social structure, the rise of the working class, changes in political ideologies, and the growth of the welfare state.

*Peter Weiler*

**Hs 427–428 (En 342–343) England, 1660–1800 (F: 3–S: 3)**

*Prerequisites:* Any two semesters of Hs 001 through Hs 092.

Political, social and cultural history of England from the Restoration to the end of the 18th century. About equal emphasis on narrative history and on English culture and civilization in this period, including literature, architecture, painting, theater and music. No previous courses in English history are required.

*Thomas Perry*

**Hs 448 Eastern Europe in the 20th Century (S: 3)**

*Prerequisites:* Any two semesters of Hs 001 through Hs 092.

A study of the political experience of the small nations of Eastern Europe (Rumania, Poland, Czechoslovakia, Hungary, Bulgaria and Greece) in the light of the conflict of interest among the Great Powers.

The first part of the course will cover the creation of these nations and their progressive disintegration in the interwar years. The second will emphasize the formation and apparent disintegration of the Russian satellite system following World War II.

*Radu R. Florescu*

**Hs 451 History of the Balkans since 1453 (F: 3)**

*Prerequisite:* Any two semesters of Hs 001 through Hs 092.

A survey of the historical growth of the peoples and states of the Balkans from 1453 to modern times. Particular emphasis will be placed upon the evolution of national awareness and the conflicting claims of empire and conquest.

*Radu R. Florescu*

**Hs 453 Russian History up to the Revolution (F: 3)**

*Prerequisites:* Any two semesters of Hs 001 through Hs 092.

A study of the major cultural and social developments in Russia from the formation of the first Russian state to the Bolshevik Revolution of 1917. Special emphasis will be placed upon recent research concerning select problems in the field of Russian history.

*Raymond T. McNally*

**Hs 454 The Soviet Union from the Revolution to the Present (S: 3)**

*Prerequisites:* Any two semesters of Hs 001 through Hs 092.

A survey of Soviet history from the Revolution to the present day which will seek to integrate social, political and cultural developments. Special attention will be paid to the changing social basis of the revolutionary movement, factionalism and political conflicts within the Communist Party, the Third Stalin Revolution, the problems of industrialization and urbanization, the Great Purges, the Soviet Union's changing role in world affairs, the impact of foreign policy on domestic developments, the role of the media and prospects for the future.

To convey the rapidly changing character of Soviet society, the lectures will be illustrated with slides and a program of Soviet feature films related to the topics under study will be shown on class time.

*Roberta Manning*

**Hs 461 Europe between Reaction and Revolution, 1814–1871 (S: 3)**

*Prerequisites:* Any two semesters of Hs 001–092.

This course surveys the development of Europe during the age when the forces released by the French Revolution were transforming European society. Particular emphasis will be placed on: 1) the struggle between liberal and conservative forces and the resulting alternation between periods of reaction and revolution; 2) the efforts to establish a stable international order that would ensure peace; and 3) the intellectual, cultural, and religious transformation of European society.

*Alan Reinerman*

**Hs 465–466 Modern European Diplomatic History (F: 3–S: 3)**

*Prerequisites:* Any two semesters of Hs 001 through Hs 092.

This two-semester course examines the in-

ternational relations between the major European Powers from the establishment of the Concert of Europe in 1814 to the adoption of the diplomatic policy of détente in the Cold War. Special emphasis is given to the development of international law through treaties.

*Leonard Mahoney, S.J.*

**Hs 468 Russian Intellectual History (S: 3)**

*Prerequisites:* Any two semesters of Hs 001 through Hs 092.

Students interested in a general course in modern Russian history should consider Hs 453–454.

An analysis of the major ideas of the Russian intelligentsia from the late 18th Century to the middle of the 20th Century, or in other words from Radischev to Solzhenitsyn. An attempt will be made to inter-relate these ideas with concrete social issues of the times.

*Raymond T. McNally*

**Hs 485 Computers and the Historian (F: 3)**

*Prerequisites:* Any two semesters of Hs 001 through Hs 092.

An introduction to computers and quantitative methods for history students with no previous knowledge of computers. Explains the use of the University computer systems and covers elementary statistics, the SPSS-X statistical package for the analysis of historical data, and computerized word-processing. Assigned readings include articles which illustrate ways in which historians use quantitative techniques and the computer to describe and analyze the past.

*Paul Spagnoli*

**Hs 491 Europe in the Twentieth Century (F: 3)**

*Prerequisites:* Any two semesters of Hs 001 through Hs 092.

This survey course will examine the major political, economic, cultural and social developments of Europe in the 20th Century. It will explore the impact of World War I, the rise of Bolshevism, the illusory reconstruction and agony of the inter-war years, the origins and impetus of totalitarian alternatives and the plunge into World War II.

*John L. Heineman*  
*Rev. Francis Murphy*

**Hs 503 The Civil War (S: 3)**

An analysis of the Civil War in the United States from 1845 to 1877 in terms of the background and causes of the conflict, the principal military theaters of operation, and the main events of the Reconstruction period that followed the war.

Several paperback texts will be used to supplement the class lectures, and both a mid-term and a final examination will be used to test the student's understanding of the lectures and the reading material. In addition, a term paper on some topic dealing with the Civil War period will be a requirement in the course.

*Thomas H. O'Connor*

**Hs 507 Age of Jackson (F: 3)**

*Prerequisites:* Any two semesters of Hs 001 through Hs 092.

A study of the Jacksonian period of American History, with particular emphasis



upon the way in which new political ideologies influenced changing patterns of thought in social, economic, and cultural affairs during the 1830s and 40s. Special consideration will be given to historical developments in New England and the Northeast.

*Thomas H. O'Connor*

**Hs 515 Early America: Colony to Nation (F: 3)**

*Prerequisites:* Any two semesters of Hs 001 through Hs 092.

This course will analyze the development of American society from its founding as a part of the British Empire to the creation of the American Republic.

*Alan Rogers*

**Hs 518 Introduction to Public History (F: 3-S: 6)**

*Prerequisites:* Any two semesters of Hs 001 through Hs 092.

A course based on internship experiences in public and private institutions in Greater Boston, such as the John F. Kennedy Library and the Massachusetts Association of Women Lawyers, to utilize historical skills and training in non-academic settings.

Open to upper level undergraduates and graduate students with the approval of the instructor.

*Sharlene Cochrane*

**Hs 522 Topics in Latin-American History (S: 3)**

*Prerequisites:* Any two semesters of Hs 001 through Hs 092.

This course studies the broad panorama of Latin America, a non-Western region of the world, in terms of selected topics. Four or more of the following topics will be studied: the impact of geography; the Roman Catholic Church and Protestant missionary activities; the inferiority complex of the Latin Americans; *peronismo*; the bureaucracy and its politics; *caudillismo*; the military and its changing roles; economic development since 1700; republicanism, dictatorships, and student politics; nationalism; labor unions; urbanization; agrarian problems; the Indian from prequest times to the present; intra-Latin American relations; the influence of Great Britain and France; the social structure; geopolitics of the region.

*Joseph T. Criscenti*

**Hs 525 The U.S. in the Age of Industrialism, 1869-1929 (F: 3)**

*Prerequisites:* Any two semesters of Hs 001 through Hs 092.

An examination of the significant political, economic and social developments during the age of industrialization and urbanization—the era that saw the emergence of modern America.

*Mark Gelfand*

**Hs 537 The U.S. in the Age of Liberalism, 1929-1984 (S: 3)**

*Prerequisites:* Any two semesters of Hs 001 through Hs 092.

A study of major political, social, and economic developments which characterized the history of the United States since 1929.

*Mark Gelfand*

**Hs 541-542 American Social and Cultural History (F: 3-S: 3)**

*Prerequisites:* Any two semesters of Hs 001 through Hs 092.

The history of a diverse people, social structure, and social change in America, 1600-1870 (Hs 541) and 1870-1970 (Hs 542). Each semester may be taken independently. Against shifting backgrounds of economic development these courses examine prominent features of American society: religious ties, tension between individual and community values, the family and gender roles, immigration, migration, and social mobility, racial and ethnic cultures and conflicts, and the persistence of poverty amid abundance.

*Janet W. James*

**Hs 543 Social Movements in the United States since 1890 (F: 3)**

*Prerequisites:* Any two semesters of Hs 001 through Hs 092.

This course will examine social movements in American history since 1890. Movements to be analyzed include agrarian protests, the building of a national labor movements, American socialism, American communism, the emergence of the civil rights movements, the anti-war movement, the women's liberation movement. We will look at strategies of building a movement, activating and educating a constituency, intervening in state and national politics, confronting an organized opposition. We will evaluate the successes and failures of these movements on the course of twentieth century American history.

*Judith Smith*

**Hs 545-546 American Ideas and Institutions (F: 3-S: 3)**

*Prerequisites:* Any two semesters of Hs 001 through Hs 092.

A history of thought as it has developed within the framework of American society. The course will compare ideas of several distinct kinds: those which have expressed the prevailing ways of each period; those which have offered alternatives; and those which have sought artistically to mirror dreams and realities.

*Alan Lawson*

**Hs 548 Literature and Social Thought in America (F: 3)**

*Prerequisites:* Any two semesters of Hs 001 through Hs 092.

This course is concerned with the role of the intellectual in America during the first half of the 20th century. In part, it will consider whether creative writers and social critics have had much formative influence on events, or whether they have been mainly reflectors and protesters. We will discuss several key groupings of intellectuals: among others, the "Naturalists" (Upton Sinclair); the "Awakeners" (Randolph Bourne, Lewis Mumford, Van Wyck Brooks); the "Expatriates" (Malcolm Cowley, Joseph Wood Krutch); and Depression-era leftists (Mike Gold, Tillie Olsen, Richard Wright, Lionel Trilling). We will focus on the ways these writers' responses to social issues formed patterns of thought and actions.

*Alan Lawson  
Christopher Wilson*

**Hs 568 American Immigration 1880-1928 (S: 3)**

*Prerequisites:* Any two semesters of Hs 001 through Hs 092.

An analysis of the people and the politics of the new Eastern European Migration, the melting pot, nativism and exclusion.

*Andrew Buni*

**Hs 569 Twentieth Century Boston (S: 3)**

An historical inquiry into the growth, development and emergence of Boston from a fledgling city to a metropolis from 1822 to the present. Special attention is given to class structures, development of Boston Irish politics, urban problems and the new Boston. Five walking tours are planned during the regular class meetings.

*Andrew Buni*

Undergraduate seminars are normally restricted to juniors and seniors who have completed the appropriate course work. Each seminar will focus on a particular topic. Students will be required to write a research paper.

Enrollment in these seminars is limited and admission is by the permission of the instructor.

**Hs 643 Seminar: Communism and Catholicism in 20th Century Europe (S: 3)**

*Prerequisites:* Any two semesters of Hs 001 through Hs 092.

This seminar will focus on the complex relationships between Marxist movements and Catholicism in such matters as the Christian-Marxist dialogue; Eurocommunism and democratic pluralism; the Church and the State in contemporary Poland and the critique of European capitalism.

*Rev. Francis Murphy*

**Hs 644 Seminar: Reading and Writing History (F: 3)**

*Prerequisites:* Any two semesters of Hs 001 through Hs 092.

A course designed for a limited number of undergraduate majors. It presents basic instruction in the methodology of historical research and writing, while introducing students to the leading figures in American historical literature.

*Thomas H. O'Connor*

**Hs 648 Seminar: Chinese History (S: 3)**

*Prerequisites:* Any two semesters of Hs 001 through Hs 092.

*Silas Wu*

**Hs 691-692 Honors Project (F: 3-S: 3)**

Proposals should be submitted, accompanied by a supporting letter from the directing faculty member, to the Department Chairperson no later than May 1st. All proposals for honors projects must be approved by the Departmental honors committee.

*The Department*

**Hs 694 Honors Thesis (S: 3)**

Students who have the approval of the Department to enroll in a special honors project will carry this course as the credit vehicle for the paper produced in that project. This course is open only to students who have been given approval to enroll in an honors project (Hs 691-692).

*The Department*



**Hs 695-696 Scholar of the College Project (F: 6-S: 3)**

Proposals for possible designation as scholar's projects should be submitted to the Chairperson early in the spring. Details of dates and required materials are available either from the Chairperson's office or from the office of the Dean of Arts and Sciences. All proposals must be approved by the Chairperson and the Departmental honors committee.

*The Department*

**Hs 698 Scholar of the College Thesis (S: 3)**

Students who are enrolled in an approved Scholar of the College Project (Hs 695-696) will carry this course as the credit vehicle for the final thesis submitted to the Department in completion of that project. This course is open only to students who have been designated as candidates for the title of Scholar of the College.

*The Department*

## Honors Program

**Director: David Gill, S.J.-Gasson 111**

**Hp 001-004; 031-034 Western Cultural Tradition I-VIII (F: 6-S: 6)**

All students in the Honors Program are required to take Cultural Tradition I-IV (Hp 001-Hp 004) as freshmen and Cultural Tradition V-VIII as sophomores. These are two three-credit courses each semester (a total of 24 credits), and they substitute for the normal Core requirements in Theology, Philosophy, English, and (for non-majors) Social Science. They are open only to students (about seven percent of the freshman class in A&S) have been selected by the director in collaboration with the Office of Admissions. All have been contacted by letter during the summer with instructions on registration. Cultural Tradition I-IV (12 credits) normally fulfills the Core requirements in English (6 credits), Philosophy (3 credits) and Theology (3 credits). Cultural Tradition V-VIII fulfills 3 credits each of Core Philosophy and Theology as well as 6 credits of Core Social Science for non-majors.

**Junior Honors Seminars 1985-86**

**Hp 071-077 New Scientific Visions (F: 3-S: 3)**

*Charles Hefling*

**Hp 072-078 New Social Sciences (F: 3-S: 3)**

*Joseph Flanagan, S.J.*

**Hp 074 Literature and Medicine (F: 3)**

*Helle Mathiassen*

**Hp 075 Topics in Comparative Intellectual History (S: 3)**

*Mark O'Connor*

**Hp 083 Russia Confronts the Western Cultural Tradition (F: 3)**

*Mark O'Connor*

**Hp 084 European and American Adventure Novel (S: 3)**

*John Michalczyk*

**Hp 085-086 Perspectives on Modernism and the Arts (F: 3-S: 3)**

*Joseph Appleyard, S.J.*

NOTE: Normally H.P. seminars and Cultural Tradition sections are restricted

to students in the Honors Program. Other students interested in taking these courses should see the Director for permission.

**Hp 081-082 Senior Honors Thesis (F: 3-S: 3)**

**Hp 099 Readings and Research (F, S: 3)**

**Hp 399 Scholar of the College (F: 3-S: 3)**

## Linguistics

The description of the major program in General Linguistics appears under the *Department of Slavic and Eastern Languages*.

## Mathematics

### Faculty

**Professor Gerald G. Bilodeau, A.B.,** University of Maine; A.M., Ph.D., Harvard University

**Professor Richard L. Faber, B.S.,** Massachusetts Institute of Technology; A.M., Ph.D., Brandeis University

**Professor John H. Smith, A.B.,** Cornell University; Ph.D., Massachusetts Institute of Technology

**Professor Joseph A. Sullivan, A.B.,** Boston College; M.S., Massachusetts Institute of Technology; Ph.D., Indiana University

**Professor Paul R. Thie, Chairman of the** Department B.S., Canisius College; Ph.D., University of Notre Dame

**Associate Professor Robert J. Bond, A.B.,** Boston College; Ph.D., Brown University

**Associate Professor Rose Ring Carroll, A.B.,** Emmanuel College; A.M., Boston College; Ph.D., Brown University

**Associate Professor Richard A. Jensen, A.B.,** Dartmouth College; A.M., Ph.D., University of Illinois at Chicago Circle

**Associate Professor William J. Keane, A.B.,** Boston College; M.S., Ph.D., University of Notre Dame

**Associate Professor Margaret J. Kenney, B.S.,** M.A. Boston College; Ph.D., Boston University

**Associate Professor Gerard E. Keough, A.B.,** Boston College; Ph.D., Indiana University

**Associate Professor Charles Landraitis, A.B.,** Wesleyan University; M.S., University of Pennsylvania; A.M., Ph.D., Dartmouth College

**Associate Professor Harvey R. Margolis, M.S.,** Ph.D., University of Chicago

**Associate Professor Nancy E. Rallis, A.B.,** Vassar College; M.A., Ph.D., Indiana University

**Associate Professor Ned I. Rosen, B.S.,** Tufts University; M.A., Ph.D., University of Michigan

**Associate Professor John P. Shanahan, B.S.,** M.S., University College, Galway; Ph.D., Johns Hopkins University

**Assistant Professor Daniel W. Chambers, A.M.,** Ph.D., University of Maryland

**Assistant Professor Timothy Kearns, B.A.,** Boston College; M.S., Ph.D., Notre Dame

**Assistant Professor Joseph F. Krebs, A.B.,** A.M., Boston College

**Assistant Professor Robert J. LeBlanc, A.B.,** A.M., Boston College

**Assistant Professor Carolyn L. Schroeder, B.A.,** M.A., Brandeis University; Ph.D., M.I.T.

## Program Description

The mathematics curriculum is designed to provide a solid foundation in the main areas of mathematics and mathematical applications. Course work is offered in preparation for careers in mathematics as well as for graduate study in pure and applied mathematics, computer science, operations research, and quantitative business management.

The following courses (or their equivalent) are required for the major: Mt 063; Mathematical Analysis and the Computer; Mt 102-103, Calculus of One Variable; Mt 202-203, Multivariable Calculus; Mt 216-217, Abstract and Linear Algebra; Mt 302-303, Advanced Calculus; and any two Mt electives numbered between 400 and 499, or above 800.

Mt 063 and Mt 102-103 are taken in the freshman year, Mt 202-203 in the sophomore year, and Mt 302-303 in the junior year. Mt 216-217 is normally taken in the sophomore year, although students double majoring in mathematics and another field may wish to take the course in the junior year. Well-prepared students can omit some of these courses and be placed directly into the more advanced courses upon the recommendation of the Chairperson. However, students placing out of the first calculus course are required to substitute Mt electives (between 400 & 499, or above 800) for the omitted course(s).

Generally, majors take more mathematics courses than the minimum required for the major. The Department also strongly recommends that its majors take courses in Physics or in some other area that uses a substantial amount of mathematics and is outside of the Department of Mathematics.

The Department offers to qualified students the opportunity to graduate with Departmental Honors. For this a student must: (a) complete successfully Mt 212-213, Mt 312-313, Mt 316-317; (b) complete successfully at least six other courses at the level of 400 or above including at least one two-semester course from among Mt 814-815, Mt 816-817, or Mt 840-841; (c) maintain at least a B average in the 12 courses listed in (a) and (b); (d) participate in an independent reading or research project. This requirement may be fulfilled by doing extra reading or research in one of the advanced courses (level 400 or above) the student is taking, subject to the approval of the professor. A formal presentation of the independent work is made in the Honors Seminar, Mt 695. Seniors anticipating graduation with Departmental Honors should register for this one-credit course in their Spring semester. The Departmental Curriculum Committee, at the student's request, may waive one or more of the preceding requirements.



## Course Offerings

### **Mt 004–005 Introduction to Finite Mathematics I, II (F: 3–S: 3)**

This course sequence is for students in the humanities, social sciences, and the School of Education. The objective is to expose the student to mathematical ways of thinking and to the relation of mathematics to real world problems. Topics include set theory, finite probability theory, vectors and matrices, linear programming, and Markov chains.

### **Mt 006–007 Ideas in Mathematics I, II (F: 3–S: 3)**

This course sequence is for students in the humanities, social sciences and the School of Education. It is designed to introduce the student to the spirit of mathematics, its beauty and vitality, and to challenge him or her to do mathematics. Topics vary, but may be chosen from elementary number theory, geometry, and graph theory.

### **Mt 008 Introduction to Computers and Programming (F, S: 3)**

This course is for students in the humanities and social sciences. The student will learn how to program at an elementary level using the BASIC language. Through use of the language, the student will be led to an appreciation of the power and versatility of the computer as a general problem solving tool. In addition, some of the following topics will be discussed: history of the computer, computer organization, representation and storage of data, peripheral devices, files, other programming languages.

### **Mt 010 Pre-Calculus Mathematics (F, S: 3)**

This is a one-semester course designed for students who wish to take an introductory calculus course, particularly Mt 100 or Mt 174, but who feel that their high school preparation in mathematics is inadequate. Topics include functions and graphs, exponential and logarithmic functions, and trigonometry.

### **Mt 014–015 Calculus (Nonscience majors) I, II (F: 3–S: 3)**

This course sequence is for students in the humanities, the social sciences and the School of Education. It includes a discussion of standard topics in differential calculus. The treatment of the derivative includes the differentiation of algebraic and transcendental functions along with applications. The study of the integral includes a brief survey of methods of integration together with applications. A short discussion of analytic geometry is included where required. The approach is informal and concrete rather than rigorous and theoretical.

### **Mt 063 Mathematical Analysis and the Computer (S: 3)**

This course is intended to give the student an introduction to computers and programming and to demonstrate the use of the computer in solving mathematical problems. In addition, it is intended to enhance and supplement the calculus courses for mathematics majors by using the computer to illustrate theoretical concepts and to present additional theory and applications. The fundamentals of the BASIC

language will be taught; theory and applications will involve areas selected from the following: numerical calculus, number theory, discrete mathematics, computer science, and the probability theory.

### **Mt 090–091 Mathematics for Teachers I, II (F: 3–S: 3)**

This course has been designed for those who plan to teach mathematics in grades K–9. The emphasis is on the *content* of mathematics in the emerging K–9 curriculum and its interface with current major issues in mathematics education—problem solving and technology. Topics to be covered include the real number system—with motivational activities and applications, functions and their graphs, problem solving with calculators and computers, and elements of probability and statistics.

### **Mt 100–101 Calculus I, II (F, S: 3–F, S: 3)**

*Prerequisite:* Trigonometry

This course is primarily for biology majors and premedical students, but is open to all other qualified students. It is a course in the calculus of functions of one variable. Topics covered include limits, derivatives, integrals, transcendental functions, techniques of integration, and applications.

### **Mt 102–103 Introductory Analysis I, II (F: 4–S: 4)**

This course sequence is for students majoring in Mathematics. Topics covered include the algebraic and analytic properties of the real number system, functions, limits, derivatives, integrals, and applications of the derivative and integral.

### **Mt 104–105 Calculus IA, IIA (F: 4–S: 4)**

*Prerequisite:* Trigonometry

This course sequence is a first course in Calculus for Chemistry, Geology, Geophysics, and Physics majors. Topics covered include differentiation and integration of functions of one variable, applications, transcendental functions, L'Hospital's rule, polar coordinates, vectors in two and three dimensions, and parametric equations.

### **Mt 110 Calculus/Accelerated (F: 3)**

This course is an accelerated version of Calculus I and II, Mt 100–101, and is designed for students who have had the equivalent of a one-year course in calculus in secondary school. Topics include those listed for Calculus I and II and will be treated in one semester.

### **Mt 112–113 Introductory Analysis (Honors) I, II (F: 4–S: 4)**

Enrollment in these courses is limited to students who have demonstrated an unusually high aptitude and achievement in Mathematics. Topics covered include the algebraic and analytic properties of the real number system, functions, limits, derivatives, integrals, and applications of the derivative and integral.

### **Mt 174–175 Calculus for Management Sciences I, II (F, S: 3–F, S: 3)**

This course sequence is primarily for students in the School of Management. Topics covered include the analytic geometry of algebraic, logarithmic, and exponential functions, differentiation and integration of such functions, the solution of elementary differential equations, and applica-

tions of each of these topics to business and economics.

### **Mt 184 Calculus for Management Sciences/Accelerated (F: 3)**

This course is an accelerated version of Calculus for Management Sciences I and II, Mt 174–175, and is designed for students who have had the equivalent of a one-year course in calculus in secondary school. The calculus of functions of one variable is thoroughly reviewed in one semester.

### **Mt 200–201 Intermediate Calculus I, II (F, S: 3–S: 3)**

*Prerequisite:* Mt 100–101 or Mt 110

This course sequence is a continuation of Mt 100–101. Topics include vectors and analytic geometry of three dimensions, partial differentiation and multiple integration with applications, infinite series, and an introduction to differential equations.

### **Mt 202–203 Multivariable Calculus I, II (F: 3–S: 3)**

*Prerequisite:* Mt 102–103

This course is a continuation of Mt 102–103. Topics include vector algebra and analytic geometry of three dimensions, curves and surfaces, partial differentiation and multiple integration with applications, and an introduction to differential equations.

### **Mt 204 Calculus IIIA (F: 4)**

*Prerequisite:* Mt 104–105 or Mt 110 and Mt 200

This course is a continuation of Mt 104–105. Topics include differential calculus of functions of several variables, multiple integrals, infinite series, and an introduction to differential equations.

### **Mt 212–213 Multivariable Calculus (Honors) I, II (F: 3–S: 3)**

*Prerequisite:* Mt 112–113

Enrollment in these courses is limited to those students whose work in Mt 113 has been of honors quality. Topics covered include vector valued functions including some elementary differential geometry of curves and surfaces, partial differentiation and multiple integration with applications, and an introduction to differential equations.

### **Mt 214 Introduction to Multivariable Calculus (S: 3)**

The objective of this course is to introduce the student to the elements of the calculus of functions of several variables. This course is designed primarily for students of the social and managerial sciences and should be considered as an elective for those students who have had two semesters of elementary calculus, such as, Mt 014–015 and Mt 174–175. The approach will be for the most part nontheoretical with emphasis on applications that are relevant to the social and managerial sciences. Topics covered include functions of several variables, three-dimensional coordinate geometry, partial derivatives, max/min problems, Lagrange multipliers.

### **Mt 215 Elementary Linear Algebra (F, S: 3)**

This course is designed to satisfy the needs



of students wanting an elementary introduction to matrix theory and linear algebra. This includes students in the natural sciences, social sciences, and the School of Management. Topics include matrices, vector spaces, determinants, linear equations and applications. There are no prerequisites although some college level mathematics is desirable.

**Mt 216–217 Abstract and Linear Algebra I, II (F: 3–S: 3)**

This course is designed to develop the student's ability to do abstract mathematics through the presentation and development of the basic notions of algebraic structures and linear algebra. Topics include logic, sets, mappings, the integers, rings, fields, vector spaces, basis and dimension, systems of linear equations, linear transformations, matrices, eigenvalues and inner product spaces.

**Mt 220 Introduction to Statistics (F, S: 3)**

*Prerequisite:* High School Algebra

This is an elementary course in inferential statistics, designed for students in fields such as business, nursing and the social sciences. Topics include such descriptive measures as the mean and standard deviation of sample distributions, probability, the binomial and normal distributions, estimation hypothesis testing, correlation and regression.

**Mt 290 Number Theory for Teachers (F: 3)**

*Prerequisite:* Mt 090–091

This course is intended to focus on the wealth of topics that relate specifically to the natural numbers. These will be treated as motivational problems to be used in an activity-oriented approach to mathematics in grades K–9. The course will demonstrate effective ways to use the calculator and computer in mathematics education. Topics include prime number facts and conjectures, magic squares, Pascal's triangle, Fibonacci numbers, modular arithmetic and mathematical art.

**Mt 291 Geometry for Teachers (S: 3)**

*Prerequisite:* Mt 090–091

This course is intended to fill a basic need of all teachers of grades K–9. Geometry now occupies a significant role in the elementary mathematics curriculum. The course will treat content but ideas for presenting geometry as an activity-based program will be stressed. Topics to be covered include the geoboard and other key manipulatives, elements of motion and Euclidean geometry, and suggestions for using *Logo* as a tool to enhance teaching geometry.

**Mt 302–303 Advanced Calculus I, II (F: 3–S: 3)**

*Prerequisite:* Mt 203 or Mt 213

The first semester is designed to develop an understanding of, and facility in working with infinite sequences and series, uniform convergence and power series. In the second semester, students will see some advanced applications of the standard topics of analysis. Topics will include series solutions of differential equations, Fourier series, special functions and other topics as time permits.

**Mt 305 Advanced Calculus (Science Majors) (S: 4)**

*Prerequisite:* Mt 201 or Mt 204

Topics include: linear second order differential equations, series solutions of differential equations including Bessel functions and Legendre polynomials, solutions of the diffusion and wave equations in several dimensions, the basic properties of the Laplace transform with applications.

**Mt 312–313 Advanced Calculus (Honors) I, II (F: 3–S: 3)**

*Prerequisite:* Mt 213

Enrollment is restricted to those students whose work has been of honors quality. The content of these courses is similar to that of Mt 302–303.

**Mt 316–317 Abstract and Linear Algebra (Honors) I, II (F: 3–S: 3)**

Enrollment is restricted to those students whose work has been of honors quality. The content of these courses is similar to that of Mt 216–217.

**Mt 410 Differential Equations (F: 3)**

*Prerequisite:* Linear Algebra and Mt 203

This course is a junior-senior elective intended primarily for the general student who is interested in seeing applications of mathematics. Among the topics covered will be: first order linear equations, second order linear equations, general  $n$ th order equations with constant coefficients, series solutions, special functions.

**Mt 414 Numerical Analysis (S: 3)**

*Prerequisite:* Mt 201 or Mt 203

Topics include the solution of linear and nonlinear algebraic equations, interpolation, numerical differentiation and integration, numerical solution of ordinary differential equations, approximation theory.

**Mt 420 Probability and Statistics (F, S: 3)**

*Prerequisite:* Mt 201, Mt 203, or Mt 214

This course is introductory but assumes a calculus background. It is open to any mathematics or science major who has not taken Mt 426. Its purpose is to provide an overview of the basic concepts of probability and statistics and their applications. Topics include probability functions over discrete and continuous sample spaces, independence and conditional probabilities, random variables and their distributions, sampling theory, the central limit theorem, expectation, confidence intervals and estimation, hypothesis testing.

**Mt 426 Probability (F: 3)**

*Prerequisite:* Mt 203

A general introduction to modern probability theory. Topics studied include probability spaces, distributions of functions of random variables, weak law of large numbers, central limit theorems and conditional distributions.

**Mt 427 Mathematical Statistics (S: 3)**

*Prerequisite:* Mt 426

Topics studied include: sampling distributions, introduction to decision theory, parametric point and interval estimation, hypothesis testing and introduction to Bayesian statistics.

**Mt 430 Introduction to Number Theory (F: 3)**

*Prerequisite:* Mt 216–217

Topics covered include divisibility, unique factorization, congruences, number-theoretic functions, primitive roots, diophantine equations, continued fractions, quadratic residues, and the distribution of primes. An attempt will be made to provide historical background for various problems and also to provide examples useful in the secondary school curriculum.

**Mt 435-436 Mathematical Programming I, II (F: 3–S: 3)**

By providing an introduction to the theory, techniques, and applications of mathematical programming, this course demonstrates how mathematical theory can be developed and applied to solve problems from management, economics, and the social sciences. Topics studied from linear programming include a general discussion of linear optimization models, the theory and development of the simplex algorithm, degeneracy, duality, sensitivity analysis, and the dual simplex algorithm. Integer programming problems, and the transportation and assignment problems are considered, and algorithms are developed for their resolution.

Other topics are drawn from game theory, dynamic programming, Markov decision processes (with finite and infinite horizons), network analysis, and nonlinear programming.

**Mt 443 Applied Algebra (F: 3)**

*Prerequisite:* One year of Calculus and a course in Linear Algebra.

This course will introduce and strengthen several abstract mathematical notions necessary to the study of Computer Science. After beginning with elementary set theory and propositional logic, several algebraic structures will be examined both in the abstract and through the use of pertinent applications. Among these structures will be lattices, boolean and switching algebras, formal languages and automata.

**Mt 445 Applied Combinatorics (S: 3)**

This is a course in enumeration and graph theory. The object of the course is to develop proficiency in solving discrete mathematics problems. Among the topics covered are: counting methods for arrangements and selections, the pigeonhole principle, the inclusion-exclusion principle, generating functions, recurrence relations, graph theory, trees and searching, and network algorithms. The problem-solving techniques developed apply to the analysis of computer systems but most of the problems in the course are from recreational mathematics.

**Mt 451 Euclidean and Non-Euclidean Geometry**

*Prerequisite:* Mt 201 or Mt 203, or the equivalent.

This course surveys the history and foundations of geometry from ancient to modern times. Topics will be selected from among the following: Mesopotamian and Egyptian mathematics, Greek geometry, the axiomatic method, history of the parallel postulate, the Lobachevskian plane, Hilbert's axioms for Euclidean geometry,



elliptic and projective geometry, the trigonometric formulas, models, geometry and the study of physical space.

Not offered in academic year 1985-86. This course and Mt 452 are offered in alternate years.

**Mt 452 Differential Geometry and Relativity (S: 3)**

*Prerequisite:* Mt 203 and Mt 215 or Mt 217, or the equivalent

An introduction to the differential geometry of surfaces and to the special and general theory of relativity. Topics include curves in the plane and 3-space, the first and second fundamental forms of a surface, curvature, geodesics, Riemannian manifolds, inertial reference frames, the postulates of relativity, relativity of simultaneity, Lorentz geometry, the equivalence principle, gravity as spacetime curvature, the field equations, the Schwarzschild solutions, the consequences of Einstein's theory.

**Mt 490 Reading and Research in Algebra (F, S: 3)**

**Mt 491 Reading and Research in Analysis (F, S: 3)**

**Mt 492 Reading and Research in Geometry (F, S: 3)**

**Mt 493 Reading and Research in Number Theory (F, S: 3)**

**Mt 494 Reading and Research in Operations Research (F, S: 3)**

**Mt 495 Reading and Research in Probability/Statistics (F, S: 3)**

**Mt 496 Reading and Research in Topology (F, S: 3)**

**Mt 499 Reading and Research (F, S: 3)**

A reading and research course is open to a student only on the recommendation of some member of the faculty and with the approval of the Chairperson or Assistant Chairperson. The student will work independently in some advanced or special area of mathematics under the guidance of a faculty member.

**Mt 550 Introduction to Structured Programming (F: 3)**

*Prerequisite:* Mt 063 or permission of instructor

This course consists of an introduction to structured programming as implemented in the computer language Pascal. The entire Pascal language, with the exception of pointers and recursion, is covered in this course, and a number of general computer science topics, such as ASCII codes and sequential vs. random access, are discussed as well. Strong emphasis is placed on good programming, including such issues as documentation, top-down design, and efficient use of machine resources. Examples are drawn from mathematics, computer science, and data processing.

**Mt 551 Advanced Computer Programming Techniques (S: 3)**

*Prerequisite:* Mt 550 or permission of instructor

This course examines methods of structuring stored data, emphasizing efficiency of space, ease of retrieval, and suitability for common applications. Topics covered will

include stacks and recursion, queues, various linked lists, trees, and graphs. Students will implement these structures in a high-level programming language.

**Mt 566 Programming Languages**

*Prerequisite:* Mt 550 and Mt 551

The course will focus on the essential concepts which are common to imperative programming languages and the run-time behavior of programs written in such languages. By understanding these concepts and their implementations in the different languages the student will be able to evaluate the advantages and disadvantages of a language for a given application. Moreover a framework for understanding programming languages is provided. Programming exercises will be done using Pascal. In addition, ADA and C will be introduced as concrete examples of programming languages to be evaluated. Offered in alternate years. Not offered in academic year 1985-86.

**Mt 568 Computer Graphics (F: 3)**

*Prerequisites:* Mt 215 or Mt 217; and Mc 351 or Mt 551

Computer graphics involves input and output based on visual representation, screen position, and motion rather than text. This course presents a broad introduction to this exciting area of computer science, with emphasis on software and fundamental principles of interactive graphics. Topics include application programming, architecture of graphics systems, geometric algorithms (e.g. clipping, transformations, scan conversion), graphical input, and geometric modeling. The focus of the course is two-dimensional graphics; time permitting, three-dimensional graphics will be introduced. Programming projects will be in Pascal. Familiarity with assembly language would be helpful.

**Mt 572 Internal Machine Structure (F: 3)**

*Prerequisite:* Mt 550 and Mt 551 or permission of instructor

Truly efficient programs may only be written provided that there is a clear understanding of how the computer itself is organized. Toward this end, the course will investigate data representation and program execution at the machine level, and develop subroutines and macros as programming structures. Other topics include assemblers, linking loaders and debuggers.

**Mt 577 Microcomputer Systems (S: 3)**

*Prerequisite:* Mt 572 or Mc 452, or permission of instructor

This course is designed to investigate the complete programming environment of a microcomputer. Topics to be covered will be chosen depending on available hardware, but will normally include study of the following: a particular microcomputer operating system; memory management; microprocessor access to various I/O, graphics, and support chips; the construction of a disk operating system; and comparative evaluation of other microcomputer systems.

**Mt 583 Algorithms: Design and Analysis (S: 3)**

*Prerequisites:* Mt 551 or Mc 351; Mt 443 or Mt 445; and Mt 420 or Mt 426

To be effective, an algorithm must be both

correct and make efficient use of system resources. This course will present various approaches to algorithm design, while at the same time developing techniques for evaluating the efficiency of an algorithm and verifying its correctness. Topics to be examined include sorting, searching, parsing, and recursion.

**Mt 585 Automata and Formal Languages**

*Prerequisite:* Mt 443

In the mid-fifties the mathematical concept of formal language was born when fledgling computer scientists believed that it was possible to program a computer to translate one spoken language into another. Of course, the task was an impossible one but the closer study of "grammars," syntax, semantics etc. formalized various key ideas which today are the basis for the design of computer languages such as Ada, Pascal, Modula-2 and so forth. In this course, students with Mt 443 (Applied Algebra) in their backgrounds will be able to explore the hierarchical relationships among regular, context free, context sensitive and type zero languages and the automata (idealized computing machines) capable of recognizing these formal languages.

Credit will not be given for both Mt 585 and Mc 404. This course is offered in alternate years. Not offered in academic year 1985-86.

**Mt 599 Reading and Research in Computer Science (F,S: 3)**

**Mt 695 Honors Seminar (S: 1)**

All seniors planning to graduate with Departmental Honors should register for this one-credit course. In the seminar, the students will report on their independent reading or research projects.

**Mt 801 Thesis Seminar (F,S: 3)**

Problems of research and thesis guidance, supplemented by individual conferences.

**Mt 802 Thesis Direction (F,S: 0,0)**

A noncredit course for those who have received six credits for Thesis Seminar but who have not finished their thesis. This course must be registered for and the continuation fee paid each semester until the thesis is completed.

**Mt 804-805 Analysis I, II (F: 3-S: 3)**

This course is intended to emphasize the basic ideas and results of calculus and to provide an introduction to abstract analysis. The course begins with an axiomatic introduction of the real number system. Metric spaces are then introduced. Theoretical aspects of convergence, continuity, differentiation and integration are treated carefully and are studied in the context of a metric space. The course includes an introduction to the Lebesgue integral.

**Mt 814-815 Theory of Functions of a Complex Variable I, II (F: 3-S: 3)**

Differentiation and integration of a function of a complex variable, series expansion, residue theory. Entire and meromorphic functions, multiple-valued functions. Riemann surfaces, conformal mapping problems.



**Mt 816–817 Modern Algebra I, II (F: 3–S: 3)**

*Prerequisite:* An introductory course in modern or linear algebra. This course will study the basic structures of abstract algebra. Topics will include groups, rings, ideal theory, unique factorization, homomorphisms, field extensions and possibly Galois theory.

**Mt 840–841 Topology I, II**

This course is a first course in topology for both undergraduate and graduate students. Topology is the study of geometric phenomena of a very general sort, and as such, topological notions appear throughout pure and applied mathematics. The first semester is devoted to General or Point-Set Topology with emphasis on those topics of greatest applicability. The subject will be presented in a self-contained and rigorous fashion with stress on the underlying geometric insights. The content of the second semester varies from year to year. In general it will be an introduction to a specialized area of topology; for example algebraic, differential or geometric topology. Offered in alternate years. Not offered in academic 1985-86.

**Mt 860 Mathematical Logic (F: 3)**

The propositional calculus. First order theories. Gödel's completeness theorem. First order arithmetic. Gödel's incompleteness theorem.

**Mt 861 Foundations of Mathematics (S: 3)**

*Prerequisite:* An introductory course in mathematical logic or the consent of the instructor. Topics to be treated in this course will be selected from one or more of the following areas: axiomatic set theory, model theory, recursive function theory.

**Mt 899 Reading and Research (F, S: 3)**

**Mt 902–903 Seminar (F: 0–S: 0)**

This is a non-credit course which is required for all candidates for the M.A. degree who do not take Mt 801.

## Music

### Faculty

**Associate Professor Olga Stone**, Musician-in-Residence; Director of Music Programs Mus.B., Mus.M., Mus.D., Boston University

**Composer-in-Residence C. Alexander Peloquin**

**American Composer-Author Hugo Norden**, Mus. D., University of Toronto; Professor Emeritus, Boston University

### Program Description

Courses in Music are designed to provide students from all the various disciplines with a clear, intellectual understanding of Western Music as a science and an art. There are courses in Mu-

sic History, Music Theory and Piano Performance.

Those courses designated as Standard within Music History encompass a thorough examination of the major forms and styles within the specific periods from the ninth century to the present, with pertinent musical examples.

Courses in Music Theory include the study of chordal structure, entitled Harmony; linear structure, the study of Counterpoint; and Instrumentation, the study of the instruments of the symphony orchestra. All theoretical courses are essential for students who have played musical instruments. Instrumentation is of particular value for students who wish to arrange music. It is also one of the requirements for the Independent Major.

The study of the piano, the foundation for all music studies, offers a plethora of advantages for students who wish to perform music, to learn coordination, rhythm and the various styles of the great composers firsthand. Moreover, it affords the opportunity for those students who have studied the piano since childhood to continue with advanced work.

Those courses under the title Standard, specializing in specific periods in history, including Medieval, Baroque, Classical, Romantic and Contemporary, Piano Performance, as well as the theoretical courses, are identical with courses which, elsewhere, comprise the requirements for the Music Major within a liberal arts curriculum. Courses marked Standard meet the core requirements for Music in the leading universities of the Western World, for Music is both a science and a fine and applied art. It is certainly an integral part of the Humanities. Should a student demonstrate marked musical ability, an Independent Major in Music may be designed under the guidance of the Director.

## Standard Offerings

### Core Offerings

**Mu 060 Survey of the History of Western Music (F, S: 3)**

A comprehensive one-semester foundation course in Western music from the ninth century to the present; examination of major musical forms, styles and ideas as utilized by the great composers.

*Olga Stone*

**Mu 070 Music Theory I (F, S: 3)**

Development of musicianship through listening and keyboard problems. Chord grammar developed through harmonization of melodies and figured basses. Introduction to systematic study of form.

*Hugo Norden*

**Mu 071 Music Theory II (S: 3)**

*Prerequisite:* Mu 070. Intermediate level work in structural hearing and applied keyboard harmony; beginning work in score reading. Introduction to instrumentation, properties of wind and brass instruments. Formal and compositional idioms of the late Baroque.

*Hugo Norden*

**Mu 072 Music Theory III (S: 3)**

*Prerequisite:* Mu 071

Diatonic and chromatic harmony, form and analysis.

Offered triennially.

*Hugo Norden*

**Mu 073 Counterpoint I (S: 3)**

Strict counterpoint in two, three and four parts. The five species approach. Imitation and double counterpoint.

*Hugo Norden*

**Mu 074 Instrumentation I (F: 3)**

The study of the instruments of the symphony orchestra, its character, timbre, range, ability to read an orchestral score, transpose and write instrumental music.

*Hugo Norden*

**Mu 172 Music of the Baroque**

Music in the 17th and 1st half of the 18th centuries; from Monteverdi and Schütz to Bach and Händel. Rise of new forms and growth of instrumental and vocal music; opera, oratorio, cantata, trio-sonata, solo sonata, concerto, concerto grosso, the aria, the dance suite, the fugue.

Offered triennially.

*Olga Stone*

**Mu 173 The Literature for Keyboard Instruments**

A comprehensive survey of keyboard literature, for organ, virginals, clavichord, harpsichord and pianoforte, from the Baroque, Classical, Romantic and Contemporary periods including the English and French schools as well as Albinoni, Pachelbel, Froberger, Bach, Händel, Scarlatti, Mozart, Beethoven, Chopin, Debussy and others.

Offered biennially.

*Olga Stone*

**Mu 174 Music of the Classical Period (F: 3)**

The formulation of the classic principles of construction by Joseph Haydn with reference to contributions of C.P.E. Bach and the Mannheim School. The fulfillment of the classical ideal in the works of Mozart and Beethoven.

*Olga Stone*

**Mu 175 The Music of Beethoven (F: 3)**

A thorough examination of the nine symphonies including form, analysis, and style with reference to Beethoven's related works within each of the three periods including the piano sonatas, string quartets, the five piano concerti and various other works.

*Olga Stone*

**Mu 176 Brahms, Wagner and the Romantics (S: 3)**

Changing concepts of the symphony after Beethoven; the Romantics' approach to form. Study of the major symphonies, concerti, instrumental and chamber works including Berlioz, Chopin, Schubert, Schumann, Dvorak, Liszt, Bruckner and others.

*Olga Stone*

**Mu 178 Music of the Twentieth Century (S: 3)**

Study of stylistic changes in orchestral, instrumental, and chamber music beginning with Impressionism, Debussy, Ravel and contemporaries to Holst, Stravinsky, Prokofiev, Griffes, Ives, and Copland.

*Olga Stone*



**Mu 183–184 Piano Performance (F:3–S:3)**

*Prerequisite:* Permission of the Director  
The study of the foundation instrument, tutorial fee required. This course is designed to promote proper reproduction of the musical characteristics of compositions in authentic style and tradition thereby providing a background for all music courses, as well as continuing studies for advanced students.  
By arrangement.

*Olga Stone*

**Mu 299 Reading and Research (F: 3–S:3)**

Supervised reading within specific areas, for the solution and expansion of individual projects. This course may be taken only with permission of the Director.  
By arrangement.

*Olga Stone*

**Mu 303 Bach and Beethoven . . . The Titans (F: 3)**

Perusal of the ideals of the Baroque through the works of its greatest master and comparison with ideals of classical Romanticism as developed by Beethoven. Examination of form and style through major works of each.  
Offered triennially.

*Olga Stone*

**Electives**

**Mu 059 Music in Western Civilization (F: 3)**

A general introduction from Gregorian Chant to Stravinsky.  
*C. Alexander Peloquin*

**Mu 161 Music and the Theatre (S: 3)**

From Monteverdi's *Orfeo* to the super romantic music drama of Wagner; from Carol Orff's *Carmina Burana* to *West Side Story* of Bernstein.  
*C. Alexander Peloquin*

**Mu 162 Modern Music (F: 3)**

From Erik Satie and Debussy to Copland and Bernstein, masters of Europe and the Americas—a full spectrum of the sounds of the 20th century.  
*C. Alexander Peloquin*

**Mu 163 Music in the Americas (S: 3)**

From Billings, Ives, Gershwin, Copland to Chavez and Villa-Lobos—modern romantics, iconoclasts and liberals of the United States, Mexico, and South America.  
*C. Alexander Peloquin*

**Mu 165 Beethoven (F: 3)**

All the symphonies. Representative sonatas and quartets from the three major periods, covered in general listening.  
*John R. Willis, S.J.*

**Mu 171 Wagner (S: 3)**

His life and works.  
*John R. Willis, S.J.*

Additional courses in Music offered on a nonperiodic basis are as follows:

**Mu 075 Instrumentation II**

**Mu 304 The Bach Family**

**Mu 305 The Beethoven Compositions for Pianoforte**

**Mu 306 The Music of Chopin and Liszt**

**Mu 307 Recital Class**

**Mu 308 Sight Reading**

**Mu 309 Music Criticism**

**Mu 310 The Concerto**

**Mu 311 The Sonata**

Information concerning these courses may be obtained from the Director.

## Philosophy

### Faculty

**Professor Frederick J. Adelman, S.J., A.B., A.M.,** Boston College; S.T.L., Weston College; Ph.D., Saint Louis University

**Professor Thomas J. Blakeley, A.B.,** Sacred Heart Seminary; Ph.D., University of Fribourg

**Professor Oliva Blanchette, A.B., A.M.,** Boston College; S.T.L., Weston College; Ph.D., Université Laval; Ph.L., Collège St. Albert de Louvain

**Visiting Professor Hans-Georg Gadamer,** Heidelberg University

**Professor Peter J. Kreeft, A.B.,** Calvin College; A.M., Ph.D., Fordham University

**Professor Richard T. Murphy, A.B., A.M.,** Boston College; S.T.L., Weston College; Ph.D., Fordham University

**Professor Joseph L. Navickas, Ph.B., Ph.L.,** Louvain University; Ph.D., Fordham University

**Professor Thomas J. Owens, A.B., A.M.,** Boston College; Ph.D., Fordham University

**Professor David M. Ramussen, A.B.,** University of Minnesota; B.D., A.M., Ph.D., University of Chicago

**Professor William J. Richardson, S.J., Ph.L.,** Woodstock College; Th.L., Ph.D., Maître Agrégé, Louvain

**Visiting Professor Jacques M. Taminiaux,** University of Louvain

**Professor Norman J. Wells, A.B.,** Boston College; L.M.S., Pontifical Institute of Medieval Studies; A.M., Ph.D., University of Toronto

**Associate Professor Patrick Byrne, B.S., A.M.,** Boston College; Ph.D., New York State University

**Associate Professor Richard Cobb-Stevens, A.B., A.M.,** Boston College; Ph.D., Sorbonne

**Associate Professor Joseph F. X. Flanagan, S.J.,** Chairman of the Department A.B., A.M., Boston College; S.T.L., Weston College; D.D.S., Washington University; Ph.D., Fordham University

**Associate Professor William J. Haggerty, Jr., A.B.,** College of the Holy Cross; A.M., Boston College; Ph.D., Boston University

**Associate Professor Stuart B. Martin, A.B.,** Sacred Heart College; L.M.H., Pontifical Institute of Medieval Studies; A.M., Ph.D., Fordham University

**Associate Professor Daniel J. Shine, S.J., A.B., A.M.,** Boston College; A.M., Catholic University of America; S.T.L., Weston College; Ph.D., Gregorian University

**Associate Professor Francis Soo, A.B.,** Berchmans College; A.M., University of Philippines; B.S.T., Fu-Jen University; A.M., Harvard University; Ph.D., Boston College

**Assistant Professor James Bernauer, S.J., A.B.,** Fordham University; A.M., St. Louis University; M.Div., Woodstock College; S.T.M., Union Theological Seminary; Ph.D., State University of New York

**Assistant Professor Joseph H. Casey, S.J., A.B., A.M.,** Boston College; A.M., Fordham University; S.T.L., Weston College; Ph.D., Gregorian University

**John J. Cleary, A.M.,** University College, Dublin, Ph.D., Boston University

**Assistant Professor Arthur R. Madigan, S.J., A.B.,** Fordham University; A.M., Ph.D., University of Toronto; M.Div., Regis College, Toronto

**Assistant Professor Francis P. Molloy, S.J., A.B., A.M.,** Boston College; S.T.L., Weston College

**Assistant Professor Gerald C. O'Brien, S.J., A.B., A.M.,** Boston College; Ph.D., Fordham University

**Assistant Professor Ronald K. Tacelli, S.J., A.B.,** Boston College; M.Div., Weston College; Ph.D., University of Toronto

### Program Description

Philosophical study at Boston College provides the opportunity for open-ended inquiry and reflection on the most basic questions that concern man and the ultimate dimensions of his world. In this quest for new and fuller meanings, the Philosophy Department offers a balanced program of courses allowing for concentration in the following specialized areas: Ancient, Medieval and Contemporary; American and Contemporary Continental Philosophy; Philosophy of Religion, Philosophy of Science and Russian Philosophy. In addition to these areas of specialization, provision is made for interdisciplinary programs. Working under the guidance of a faculty advisor students can design a well-balanced program that will thoroughly ground them in the history of philosophy and yet allow for development of their major interests.

Special sections of Core philosophy courses are also planned for philosophy majors. Undergraduate students may, with the approval of the Chairperson and the individual professor, enroll in certain of the graduate philosophy courses.

The Department offers to qualified students the opportunity to do independent research under the direction of a professor and replace one course for three credits, extendable to six credits. Senior majors may work out a special research program as a substitution for normal course requirements. The Department also participates in the Scholar of the College Program, details of which are to be found in the general catalog description of the Program.

Undergraduate majors who plan to do graduate work in philosophy will be prepared more than adequately to meet all requirements of graduate schools.



## Course Offerings

The courses listed for the 1986–87 cycle are tentative. These are courses that the professors have given in the past and will be repeated at some future date. If a desired course is not offered, please consult with the appropriate professor; it may be possible to arrange a Readings and Research course on the desired topic.

### Core Courses

#### PI 009 Ethics (F, S: 3)

An investigation of the rational basis of moral value in an attempt to establish ethical principles. Specific application of these norms will be examined and applied to various moral problems.

*The Department*

#### PI 070–071 Philosophy of the Person I and II (F: 3–S: 3)

This course is based on two Socratic sayings: “know thyself”, and “the unexamined life is not worth living.” This course, therefore, will analyze the key thinkers in Western culture who have contributed to our knowledge of ourselves and our society. Specific considerations will be given to the problem of the human person along with the basic rights and responsibilities that each one has to himself, herself, and to others.

*The Department*

#### PI 090–091 (Th 090–091) Perspectives on Western Culture I and II (F: 6–S: 6)

This is a special two-semester, twelve-credit course that fulfills all the Core requirements in philosophy and theology. The course will introduce the students into their philosophical and religious heritage through a study of the writings of the major thinkers who have formed our cultural traditions. The purpose of the course is to encourage students to discover the sources of those values that have formed their lives as well as to develop a critical and creative perspective toward themselves and their future.

*The Department*

#### Un 105–106 (En 379–380) Perspectives on Modernism (F: 6–S: 6)

A full-year course in the literature, music, and visual arts usually connected with the term modernism. The first eight weeks of the term will be devoted to literature, the last five of the first term and the first five of the second to music, and the last eight of the second term to the visual arts.

Among authors read during the literature segment will be Baudelaire, Dostoevsky, Ibsen, Eliot, Kafka, and Joyce. The composers listened to during the music segment will include Wagner, Debussy, and Stravinsky; there will also be at least one week of jazz. The visual arts segment will emphasize not only painting but also sculpture and architecture. Classes will mainly be conducted in open discussion rather than as lectures.

*The Department*

#### Un 110–111 Horizons of the New Social Sciences (F: 6–S: 6)

The course is designed to lead the student to an understanding of the unity that underlies the diversity of the separate social sciences of economics, sociology, political

science, and law from a viewpoint that does not prescind from theological issues.

*The Department*

#### Un 120–121 New Scientific Visions Perspectives IV (F: 6–S: 6)

Can the study of modern mathematics and the natural sciences prove to be a genuine liberation of the human spirit? This unusual question will form the central theme of this course. The course will explore major developments in the fields of mathematics, biology, physics, chemistry and the earth and space sciences from ancient Greece, through the modern scientific revolutions of the seventeenth century, into the twentieth century achievements and paradoxes of modern number theory, the discovery of DNA, relativity theories, quantum mechanics and contemporary cosmologies. In particular, the startling innovations wrought by the concepts of function, energy and randomness in the fields of mathematics, biology, physics and chemistry will be explored. These developments will be presented in their mutually conditioning relationships to one another, and in terms of their impacts upon our philosophical world-view.

*The Department*

### PULSE Courses

#### PI 088–089 (Th 088–089) Person and Social Responsibility (F: 6–S: 6)

This is a two-semester, twelve-credit course that fulfills all the Core requirements in philosophy and theology. The course requirements include both ongoing involvement in one of the field projects available through the PULSE Program (see Special Programs section), as well as participation in a correlated class. The course will focus on problems of social injustice, and the possibilities of surmounting those injustices. The field projects will put students directly in contact with people experiencing the consequences of one or another form of social injustice—delinquency, poverty, psychological problems, prejudice, alienation. The classes will attempt to take a deeper look into these, especially with regard to their individual, group and cultural origins. Drawing on the works, both contemporary and traditional, of key philosophical and religious figures, the classes will engage students in the challenge of personal self-discovery and growth as they relate to the question of what it really means to assume responsibility for overcoming these injustices.

*The Department*

#### PI 202 Housing and Reality (S: 3)

An in-depth study of housing, the purchasing of, investment in, management of, and trends of the market with views in the urban neighborhoods.

The effects of the multiple factors affecting housing such as design, construction, methods, urban planning, political manipulation and financing with its relationship to the various economic groups of society.

*Harry Gottschalk*

#### PI 205 Housing: A Guide for the Perplexed (F: 3)

Providing adequate and affordable housing for its citizens confronts most

American cities with a baffling array of interrelated technical, political and managerial issues. While addressing these concerns, this course introduces yet another layer of complexity to the problem: what does it mean to be at home in the world? What ideal of person and society animates our urban planning and design? What are the relationships between architecture and politics?

*Harry Gottschalk*

#### PI 216 Boston: An Urban Analysis (S: 3)

This is a seminar intended for juniors and seniors with PULSE experience in the South End. The aims of the course include reflection upon the problems of government and power at the neighborhood level and an investigation of the symbolic configurations of local life.

*David Manzo*

#### PI 233 Values in Social Services and Health Care (F: 3)

This course will undertake a multidisciplinary critique of health delivery as a system in the United States. A primary objective will be the development of critical modes of thinking as a way to understand and influence social change. This course is open to all interested, although concurrent participation in a PULSE field project is strongly recommended.

*David Manzo*

#### PI 291–292 Philosophy of Community I and II

*Prerequisite:* Limited to members of the PULSE Council.

A study of community: its structure, power and change. The dynamics of community will be examined by sharing impressions and insights with various teachers and community workers. Specific theoretical models of analysis will be studied and critiqued. The purpose of the course is to begin developing new approaches for learning about social change and for building new visions for the direction that a PULSE student's responsibility to social change might take.

Offered 1986–87.

*Joseph Flanagan, S.J.  
Richard Keeley*

#### PI 293–294 Culture and Social Structure: Philosophy of PULSE I and II (F: 3–S: 3)

*Prerequisite:* Membership on PULSE Council.

The course will concentrate on the interrelationships between American political, economic, social and military institutions. As these interrelations are explored on a macro scale, a microanalysis of like patterns at the neighborhood and city level will also be undertaken.

*Joseph Flanagan, S.J.  
Richard Keeley*

### Concentration in the Program for the Study of Faith, Peace and Justice

Philosophy majors can participate in the Program for the Study of Faith, Peace and Justice by enrolling, over the course of four years, in the following sets of courses: (1) Un 160 “The Challenge of Justice”, the introductory course to the program; (2) at least one (preferably two) Pulse Program course; (3) two upper level courses on the philosophical principles of justice; (4) four courses from the Program for the Study of



Faith, Peace and Justice electives pool, at least one (preferably two) within Theology; (5) the Senior Integrating Seminar, in which philosophy majors will be expected to present a major research project; (6) in addition, philosophy majors in the program are strongly urged to take Ec 131 and Ec 132, Principles of Macro and Micro Economics.

Philosophy majors in the program will select their courses and their senior project in consultation with their advisor.

**Un 160 The Challenge of Justice (F: 3-S: 3)**

Exploring the rich and complex relationships between faith and justice and their contributions toward establishing genuine peace is the objective of this course. Readings and discussions focusing upon the Catholic, Protestant, Jewish, Islamic and secular humanist traditions will lead to a broader and more critical understanding of what is meant by faith, justice and peace. The course will also consider what these readings can reveal about specific contemporary conflicts and injustices. Through this course, students will deepen their critical understanding of the challenge of a life committed in faith to working toward a just and peaceful order.

*The Department*

**Electives**

**Pl 121 Major 20th Century Philosophers**

This course is intended to introduce beginning students to some of the leading 20th century philosophical movements. It begins with an examination of the background tradition of modern rationalism and empiricism (Descartes, Hume, Kant). Then the following philosophical movements are considered: Life Philosophy (Bergson, Nietzsche); Existentialism (Kierkegaard, Heidegger); American Philosophy (Pierce, James, Dewey, Whitehead); Phenomenology (Husserl). Key texts from each philosopher will be selected for reading and analysis.

Offered Fall 1986

*Thomas J. Owens*

**Pl 150 Contemporary Analysis of Myth and Symbol**

An exploration of the relationship between reflective philosophy and the interpretation of myth and symbol in the works of Freud, Jung, Eliade and Ricoeur. Special emphasis is placed on a phenomenology of the symbols of evil and a structural analysis of the mythic content of primitive religions.

Offered Spring 1987 *Richard Cobb-Stevens*

**Pl 161 Philosophy of Religion**

An elaboration of a phenomenological "typology" of the forms of religious experience. Consistent patterns of experience will be grouped according to the models of participation, encounter and community. This method offers an interpretative framework for understanding the symbol systems of a wide variety of religious expressions, both Eastern and Western. The course will also explore the possibility of meaningful religious language in a secularized culture.

Offered Fall 1986

*Richard Cobb-Stevens*

**Pl 165 The Human Person and Love (S: 3)**

The course will examine the mystery of love in its multiple human expressions. The study will be from a philosophical and psychological point of view, through a consideration of selected readings from some classical and modern authors, e.g., Luijpen, Fromm, Lewis, Peiper, Plato, Aristotle, etc.

Offered Spring, 1986

*Daniel J. Shine, S.J.*

**Pl 166 Freedom and Authority**

A cooperative effort to make precise the questions concerning freedom and authority will open the course. As an aid to this, Adler's booklet *Freedom*, Maritain's *Man and the State* and Thoreau's essay on "Civil Disobedience" will be read. After tentative answers have been reached we will turn to some of the classical works on this subject in hopes of confirming our answers, deepening or changing our questions or introducing new questions: Plato's *Republic*, Aristotle's *Politics*, Hobbes's *Leviathan*, Locke's *Second Treatise of Government*, J. S. Mill's *On Liberty*.

Offered Fall 1986

*Joseph H. Casey, S.J.*

**Pl 183 The Philosophy of Modern Sports (F: 3)**

An inquiry into the nature and role of games and sports in shaping various ethical ideals, especially those values which are intrinsic to the functioning of a genuine democracy. Among the topics examined will be the rise of sports in ancient Greece; the Roman tradition; the Medieval interlude; sports in the modern era; idealistic, materialistic and existential reflections on the meaning of sports; sports as education, and the role of education in implementing the Democratic ideal; the Marxist critique of modern sports; the Neo-Marxist reflection of all sports; a Weberian analysis of the meaning of sports; the dialectics of winning; violence; professionalism; sports as kinesthetic art and as theater; the role of women in sports.

*Stuart B. Martin*

**Pl 193 Chinese Classical Philosophy: Confucianism, Taoism and Buddhism (F: 3)**

Starting from a general introduction to Chinese philosophy as a whole, the course will focus on three of the most important philosophical schools: Confucianism, Taoism and Buddhism. Emphasizing social harmony and order, Confucianism deals mainly with human relationships and human virtues. Centered on the harmony between Nature, Man and Society, Taoism teaches the most natural way to achieve this harmony, i.e., Tao. Sinicized as soon as it arrived in China, Buddhism reveals that the ultimate reality both transcends all being, names and forms, and remains empty and quiet in its nature.

*Francis Y. Soo*

**Pl 194 Contemporary Chinese Philosophy: Neo-Confucianism and Maoism (S: 3)**

Within the historical context of modern China (from 1840 up to the present), the course will focus on contemporary philosophical trends. Two of them are of particular importance. One is Neo-Confucianism which tries to revive or modernize

not only traditional Confucianism but also Chinese Classical philosophies in general.

The other is Chinese Marxism, which under Mao, tries to 'substitute' Chinese Marxism for the Classical Chinese philosophies. It is very interesting to study how contemporary Chinese philosophers have tried to philosophize in contemporary China.

*Francis Y. Soo*

**Pl 203 Analytic Philosophy (F: 3)**

How to describe the indescribable? This course—partly historical, partly systematic—is about the limits of and the limits of the world: how the one influences the other.

*Ronald K. Tacelli, S.J.*

**Un 212 Perspectives on Marxism (F: 3)**

This interdisciplinary course is sponsored by the Department of Philosophy and the Center for East Europe, Russia and Asia. The ten professors (two political scientists, philosophers and historians; one each from economics, education, linguistics and sociology) present a coherent overview, enabling the student to gain an understanding of the Marxist phenomenon from all major perspectives and providing an orientation for planning the student's further study of the questions raised by this important movement.

Offered Fall, 1986

*Thomas J. Blakeley*

**Pl 228 Women Through the Eyes of Today's Playwrights (F: 3)**

How do male playwrights such as Shepard, Wilson, Mamet and Rabe portray women? How do female playwrights such as Henley, Wasserstein, Norman and Kerr portray women? Two kinds of studies will provide a framework for critiquing the portrayals: psychological studies such as C. Gilligan (*In A Different Voice*) and F.J.J. Buytendijk (*Woman*) and philosophical studies such as G. Grisez (*Beyond the New Theism*) and R.E. Joyce (*Human Sexual Ecology*).

*Joseph H. Casey, S.J.*

**Pl 246 20th Century Women Philosophers (F, S: 3)**

This course is offered to give both men and women the chance to notice and explore the philosophical contributions made by twentieth century women. The course will show how these thinkers both add to traditional philosophical discussions and also how they present new insights and questions for consideration. A range of philosophers will be discussed from Simone de Beauvoir through Sissela Bok.

*Joan Jungbluth*

**Pl 251 Political Philosophy: Machiavelli to Burke (S: 3)**

This course traces the origins of some modern conceptions of law and the state, the sources and limits of political authority through some of the great modern political philosophers, relating these to the classical Aristotelian tradition.

Offered Spring, 1986

*Gerard C. O'Brien, S.J.*

**Pl 254 After Death and Dying (S: 3)**

An exploration of life after death, including such questions as: What difference does confronting death make? Is death a



hole or a door? How are the meaning of life and the meaning of death connected? Do we really want to live forever? How is Heaven different from the genetic promise of an immortality pill?  
Offered Fall, 1985

Peter J. Kreeft

### PI 257 Oriental Philosophy

An empathetic and respectful but critical and questioning investigation of the central claims of Hinduism, Buddhism (including Zen and Tibetan Buddhism) and Taoism regarding the nature of reality, the self and its destiny, including treatment of mysticism and the occult and comparison with Western philosophy and religion.

Offered Fall, 1986

Peter J. Kreeft

### PI 259 (Sc 250) (Th 248) Perspectives on War, Aggression and Conflict Resolution I (F: 3)

This course is the result of work by faculty and students interested in developing an interdisciplinary approach to the study of Peace and War at Boston College. The Boston College Program for the Study of Peace and War sponsors this course as one of the two introductory offerings in Peace Studies at the University (PERSPECTIVES, part II is offered in the spring semester). PERSPECTIVES I is centered around analyses of the *causes* of war and conflict in contemporary society.

Rein A. Uritam

### PI 264 Logic (F, S: 3)

This course will consider the principles of correct reasoning together with their application to concrete cases.

William J. Haggerty

### PI 267 Aristotelian and Propositional Logic (F, S: 3)

The principles and rules of deduction and the study of fallacies in both logics.

Joseph Barrett, S.J.

### PI 268 (Bk 268) (Sc 268) The History and Development of Racism (F, S: 3)

A survey of the historical forms which racism has assumed in the United States and an identification of past and present strategies employed in opposing racism. Particular attention given to "the web of urban racism."

Horace Seldon

### PI 269 (Sc 251) (Th 250) Perspectives on War, Aggression, and Conflict Resolution II (S: 3)

An interdisciplinary course that is concerned primarily with alternatives and solutions to the problem of war, including those advanced in the past and present, but also ones that may be required to meet the needs of the changing world of the future.

Rein A. Uritam

### PI 275 Philosophy in Literature: Tolkien

A complete philosophical world and life view underlies Tolkien's two great epics, *The Lord of the Rings* and *The Silmarillion*: a synthesis of ingredients in Plato (exemplarism), Jung (archetypes); Romanticism (*sehnsucht*) and Norse mythology (a Stoic heroism) catalyzed by a Biblical imagination and a Heideggerian linguistic. The

student will learn to recognize these and many other strange creatures in exploring Tolkien's world.

Offered Spring, 1987

Peter J. Kreeft

### PI 278 Philosophy of Woman (F: 3)

We will look at selections from various philosophers in order to understand what they mean by 'man' and 'woman'. We will try to see whether or not the meanings are coherent with each other and with the rest of the philosopher's thought. In this way, I hope we will get an overview of how the concept of 'woman' has changed and developed over the years.

Katherine Johnson

### PI 285 Contemporary Ethical Perspectives (F, S: 3)

A study of modern ethical problems, such as civil disobedience, mercy-killing, ethics in business and government, the ethics of socialism and communism, abortion, personal ethics, as affected by various philosophical systems along with an analysis of ethical values, as established by traditional and modern philosophy, in an attempt to build a helpful personal and social value system.

Charles B. Toomey, S.J.

### PI 299 Readings and Research (F, S: 3)

By arrangement

The Department

### PI 303 Philosophical Questions in Religion (S: 3)

This course is for students who want to form their individual opinions rationally on such controversial religious topics as the psychology of belief, the problem of evil, arguments for God's existence, our knowledge of God, predestination and free will, time and eternity, life after death, miracles, the reliability of the Bible, mysticism, Eastern vs. Western religions. A problem-oriented textbook is supplemented by readings in C.S. Lewis and Thomas Aquinas.

Peter J. Kreeft

### PI 306 Ancient Greek Philosophy

A history of the development of Classical Greek philosophy from the era of the Pre-Socratics to the closing of the Pagan schools in Athens in the 6th Century A.D.

Offered Fall, 1986

Stuart B. Martin

### PI 308 The Political Thought of the Greeks

An examination of Greek political philosophy, with special emphasis on Plato's *Republic* and Aristotle's *Politics*; an attempt to apply the resources of Greek thought to some of the perennial issues of political philosophy.

Offered Spring, 1987

Arthur Madigan, S.J.

### PI 309 Marriage and the Family (S: 3)

The course is designed, from a philosophical perspective, to explore the full significance of the most fundamental and intimate human relationship: Marriage/Family, on both institutional and personal levels.

The entire course consists of four parts: (1) It begins with a cross-cultural understanding of marriage/family by examining some of its many cultural variations. (2) Next, we will focus on the American traditional marriage/family and see why and

how it has evolved into its present form, i.e., nuclear system. (3) Thirdly, we will try to examine the personal dimension of marriage/family and study how interpersonal interactions take place within the context of marriage/family. (4) Finally, we will organize a two-day seminar to which students will invite speakers of different marital (and non-marital) status to share their personal experience (both positive and negative) as well as their insights into this very foundation of human life.

Francis Y. Soo

### PI 314 The Mind and Its Body (S: 3)

Am I my body and nothing more? Is there such a thing as a *soul*? If there is, can I know anything about it? What is the relationship between 'mind' and 'body'? Is the unity between them what accounts for their existence? Are they separable? Could the soul possibly survive the dissolution of the body? Can I know any of this?

These are some of the questions we will raise—and try to answer. The reading list will include: Aristotle, *On the Soul* (Apostle translation); Antony Flew (ed.), *Body, Mind, and Death*.

Ronald K. Tacelli, S.J.

### PI 315 Aristotle

A study of the development of Aristotle's fundamental doctrinal position; the authenticity and reliability of his extant works; the import of his logic for the rise of the medieval universities; his doctrine of equivocity; the central meaning of "being" in his *Metaphysics*; selected physical doctrines such as change and "time;" the goal of human existence expounded in the *Nicomachean Ethics*; Aristotle's teaching about the nature of the "intellect;" and some study of the subsequent (Greek, Arabian and Latin) commentators on his works.

Offered Fall, 1986

Stuart B. Martin

### PI 318 Origins of Romanticism

Much of the present-day preoccupation with science-fiction, with ecological problems, and with the "scientific-technological revolution" finds its intellectual ground in Friedrich Wilhelm von Schelling's reappropriation of German mysticism (Tauler, Seuse, Boehme). We will examine this reappropriation as well as its role in the formation of Romanticism and neo-Romantic ideologies.

Offered Spring, 1987 Thomas J. Blakeley

### PI 319 Why Do Bad Things Happen To Good People? (F: 3)

The most mysterious and pressing of all questions, to both mind and heart, is "the problem of evil," of the suffering of the innocent. Belief in God seems part of the problem rather than the solution: Why would a good God let bad things happen? In our quest through this dark tunnel, various sources are consulted: novelists, philosophers, poets, playwrights, and prophets: pagan, theistic and atheistic.

Peter J. Kreeft

### PI 329 Fundamental Problems In Moral Philosophy

The course will examine a number of important ethical issues: morality as a unique human phenomenon; the distinction between the moral and the legal spheres; the



nature of cultural and moral relativism; the basic determinants of the moral act. Three ethical theories will be discussed and re-evaluated: the idea of happiness and the Aristotelian moral doctrine; the categorical imperative in Kant's practical philosophy; moral values and morally relevant goods in D. von Hildebrand's phenomenology.

Offered Fall, 1986

Joseph L. Navickas

**PI 333 American Theatre and Philosophy I (S: 3)**

Issue: The human person. What dimensions of the human person are found in today's drama? To find the answer plays will be studied by authors such as Lanford Wilson, Sam Shepard, David Mamet, Albert Innaurato.

The answer will be evaluated. The students will be directed to two kinds of readings. First, readings in which the person is perceived to have richer dimensions such as Augustine, *Confessions*, C. S. Lewis, *Surprised By Joy*, Kierkegaard, *Either/Or*. Other readings will explain the contemporary understanding of being human such as Murray, *The Problem of God*, G. Marcel, *Problematic Man*, Catholic/Humanist Dialogue, Dunne, *A Search for God in Time and Memory*, Tyrrell, B. Lonergan's *Philosophy of God*, Grisez, *Beyond the New Theism*.

Joseph H. Casey, S.J.

**PI 334 American Theatre and Philosophy II**

Issue: Dying and Killing. Plays successful on the American stage will be used to reveal the American perspective on dying or/and suicide and euthanasia. The theoretical presuppositions of the American perspective will be extracted and studied as philosophical issues.

Dying: Plays such as *Shadow Box*, *All Over*, *Lady from Duluth*, *Camino Real*, *On Golden Pond*, *Wings*, *Lazarus Laughed*. Suicide/Euthanasia: Plays such as *The Zoo Story*, *Death of a Salesman*, *Whose Life Is it Anyway?*, *The Elephant Man*. Philosophical Works: Plato, *Crito*, *Phaedo*, Kreeft, *Love Is Stronger Than Death*, Rahner, *On the Theology of Death*, Crisez-Boyle, *Life and Death with Liberty and Justice*.

Collateral reading: Kubler-Ross, *On Death and Dying*, Moody, *Life After Life*. Offered Spring, 1987

Joseph H. Casey, S.J.

**PI 335 Platonic Dialogues**

This course is an inquiry into the developing thought of Plato, stressing particularly Plato's probing into the questions of the nature of man, the relation of the individual to society, the nature of human knowing, the foundation of judgments of value, and the meaning of a virtuous life. The course will include nearly all of what are called the early and middle dialogues of Plato, up to and including the *Republic*. The basic thrust of the course will be twofold: first, to understand Plato's thought as this unfolds in each dialogue, and second, to appropriate this thought in an understanding of the context of our own time.

This course is intended for students who are beginning Plato or at least have not studied him in depth. No knowledge of Greek is required.

Offered Fall, 1986

Gerard C. O'Brien, S.J.

**PI 338 The Heidegger Project I (F: 3)**

This is a course designed to allow undergraduates an opportunity to work closely with the major texts of Martin Heidegger, one of the leading twentieth-century philosophers. Students will be expected to participate in assessing Heidegger's relevance to contemporary issues and in developing their own philosophical views vis-à-vis Heidegger's. Some knowledge of traditional philosophy (e.g. Aristotle, Descartes, etc.) would be helpful, but is not an absolute prerequisite.

Thomas J. Owens

**PI 339 The Heidegger Project II (S: 3)**

A continuation of PI 338, open only to students participating in the course.

Thomas J. Owens

**PI 340 Philosophy in the Middle Ages I and II (F: 3-S: 3)**

The examination of the perspectives on God, man and the cosmos from Augustine to Ockham.

Norman J. Wells

**PI 344 The Aristotelian Ethics**

Reading of Aristotle's *Nicomachean Ethics*, and examination of its principle themes: happiness, virtue, responsibility, justice, moral weakness, friendship, pleasure, contemplation.

Offered Spring, 1987

Arthur R. Madigan, S.J.

**PI 353 Man in Medieval Thought**

Jumping off from the Condemnation of 1277, the medieval discussions about the agent intellect (one for all men?) will be examined, along with the tradition on divine illumination. The background of this in Aristotle, Augustine and the Islamic thinkers will be developed.

Offered Fall, 1986

Norman J. Wells

**PI 358 The Confessions of St. Augustine (F: 3)**

The reflective study of the Christian Neoplatonism of Augustine's *Confessions* with a stress on understanding Augustine in the light of his background of conservative African Christianity, Manicheanism, classical literary education and Neoplatonic philosophy. The chief emphasis will be on the text of the *Confessions* in translation, but there will also be some reading of other texts of Augustine's early works.

Gerard C. O'Brien, S.J.

**PI 372 The Great Contemporary Thinkers**

The rise of existentialism: Kierkegaard and Nietzsche. Dostoevsky as a philosopher of human spirit. Jaspers' new approach to philosophy and an examination of the fundamental concepts of his thought. Brentano's doctrines of *Intentionalität* and *Evidenz*. Husserl's idea of philosophy as a rigorous science. Scheler's moral phenomenology and his concept of *ordo amoris*. Dietrich von Hildebrand as a philosopher of values.

Offered Spring, 1987

Joseph L. Navickas

**PI 375 Modern Philosophy I: Descartes and British Empiricists**

A detailed examination of the classical positions taken during this period on the self, God, man and the world.

Offered Fall, 1986

Norman J. Wells

**PI 376 Modern Philosophy II: British Empiricists to Kant**

Continuation of the previous semester, PI 375.

Offered Spring, 1987

Norman J. Wells

**PI 378 Hume and Kant**

The course will present a confrontation between Hume's empiricism and Kant's rationalism. The theme of this confrontation will not be drawn merely from the differences in both philosophers' theory of knowledge but perhaps more emphatically from the realm of ethics or moral philosophy.

Offered Spring, 1987

Richard T. Murphy

**PI 395 Philosophy of Dostoevsky (S: 3)**

The aim of this course is the examination of the major philosophical positions of Dostoevsky. The course will offer a detailed analysis of the "Grand Inquisitor." The following issues will be examined: the critique of the Catholic Church, the struggle between good and evil, the conflict between freedom and happiness, and Dostoevsky's dialectical approach.

Joseph L. Navickas

**PI 401 Neo-Marxism (F: 3)**

How have the ideas of Marx fared at the hands of those who claim to be his heirs? Engels, Kautsky, Plekhanov, Lenin, Lu-vacs, Sartre, Korsch, Marxist-Leninists, Maoists are among them. We will look at the various meanings of historical materialism, dialectical materialism, revisionism, dialectical logic, alienation, exploitation, etc. that have been put forward in the developments from Marx to liberation theology.

Thomas J. Blakeley

**PI 406 Phenomenology of Culture (S: 3)**

The objective to this course is the analysis and interpretation of the phenomenon of culture. Starting with Jacob Burckhardt's definition of culture, the course will examine a number of central issues: Man as a cultural agent, nature and culture, civilization and culture, different forms of culture, including language, art, customs, and philosophy. The course will emphasize the vulnerable, fragile, temporal, and tragic character of culture. Three outstanding philosophers of culture will be introduced: Oswald Spengler, Hermann Keyserling, Arnold Gehlen.

Joseph L. Navickas

**PI 415 Great Trials in Western Civilization (S: 3)**

Since the time of Socrates, many of the central issues of human existence have been raised and treated in judicial trials. After an initial consideration of Kafka's *The Trial*, this course will examine the development of our sense of moral judgment by a study of significant trials which have taken place in western civilization. Among those to be considered and the issues raised by them are: the trial of Galileo (science and religion), Dred Scott (racism), Louis XVI (revolution and justice), Dreyfus (anti-semitism), Nuremberg trials (war and responsibility), Eichmann (modern forms of evil).

James Bernauer, S.J.

**PI 417 Socrates**

"The Father of Western Philosophy," the



inventor and unsurpassed example of the premier method of teaching, the gadfly to the State, the secular saint, was at once the simplest, clearest and most rational of philosophers and yet the most mysterious and paradoxical. E.g. what was 'the god' that directed him? And why was he uncertain about what everyone else 'knows' and certain only about paradoxes like 'evil is only ignorance,' 'learning is only remembering' and 'no evil can ever happen to a good man'?

This course studies Plato's early dialogues with a view to making acquaintance with this man who, next to Jesus, was perhaps the most important in all our history. Students will also write Socratic dialogues on topics of current interest, in his spirit and method.

Offered Fall, 1986

*Peter J. Kreeft*

#### **PI 418 Later Greek Philosophy: The Search for Meaning**

In their different ways, the Stoics, Epicureans, Sceptics, and Platonists were engaged in search for human meaning. Our aims: to follow these philosophers in their quest for meaning; to understand the reactions of Jewish and Christian thinkers; to see how the later Greek quest for meaning relates to modern quests, for example, that of Viktor Frankl.

Offered Spring, 1987 *Arthur R. Madigan, S.J.*

#### **PI 419 Kant and Hegel**

An analysis and comparison of the major themes in Kant and Hegel.

Offered Fall, 1986 *Joseph L. Navickas*

#### **PI 421 Nietzsche-Prophet of Nihilism**

An introduction to the central ideas of this highly controversial philosopher. The standard interpretation of Nietzsche as the prophet of twentieth-century nihilism will be followed by an examination of the original and distinctive interpretation made by Heidegger.

Offered Spring, 1987

*Jacques M. Taminiaux*

#### **PI 423 Introduction to Analytic Philosophy**

The main currents in analytic philosophy, now dominant in America and England, will be presented in their historical development. G.E. Moore's impact will be examined first. The influence of Bertrand Russell, especially on logical atomism, will be assessed. Logical positivism, particularly in the works of Ayer and Carnap, will be treated in detail. Finally, the contributions of Wittgenstein and ordinary language philosophers will be discussed.

Offered Spring, 1987 *Richard T. Murphy*

#### **PI 424 The Phenomenology of Love (S: 3)**

This course will examine the new philosophy of love that emerged in the writings of the German phenomenologist Max Scheler and the Russian philosopher Vladimir Solovyov.

*Joseph L. Navickas*

#### **PI 427 Existential Psychology (F: 3)**

The course will study the influence of some existential philosophers in the areas of psychology and psychiatry. Some of the authors to be considered will be Freud,

Heidegger, Binswanger, Boss, Laing, May, etc.

*Daniel J. Shine, S.J.*

#### **PI 429 Freud and Philosophy**

A reading of Freud's principal works will show how psychoanalytic theory has altered our self-understanding. The interpretation of dreams and pathological behavior leads to new theories of symbolic expression in work, play, humour and art. The analysis of sexuality culminates in controversial views on guilt, violence, the status of women and religious faith.

Offered Spring, 1987

*David M. Rasmussen*

#### **PI 431 Philosophy of Karl Jaspers**

The course examines Jaspers' idea of philosophy. It seeks to investigate the meaning and functions of the crucial concepts of *Existenz*, Encompassing, Reason, Philosophical Faith, Ultimate Situation, Cipher and Foundering. The course aims also at a better understanding of the relation between Jaspers' views and those of Kant, Kierkegaard, Nietzsche.

Offered Fall, 1986

*Joseph L. Navickas*

#### **PI 434 Topics in Contemporary Science**

Contemporary developments in physics and biology will be explored intensively. Emphasis will be placed upon understanding the basic concepts, rather than the complex totality, of relativity theory, quantum theory, theories of the origin of life, etc. Philosophical questions concerning objectivity and reality raised by these developments will be discussed.

Offered Fall, 1986

*Patrick H. Byrne*

#### **PI 435 Theory of the Novel (F: 3)**

This course will consider the relationship between the production of literature and philosophy. Although writers do not intend to be philosophers, they do isolate and present a specific vision of reality. This course will concentrate on the philosophic vision presented in specific literary texts such as: *One Hundred Years of Solitude*, *Crime and Punishment*, *The Sun Also Rises*, *Death in Venice*, *Light in August*, and *Madame Bovary*.

*David M. Rasmussen*

#### **PI 440 Existential Humanism**

The existentialists have focused on the dramatic plight of twentieth-century man. They have presented forcefully man's struggle for meaning for life in a technologically dominated society and in a nuclear age. This course hopes to reveal and evaluate the specific features this "philosophy of crisis" has claimed to be distinctive of human living in this present moment of history.

Offered Spring, 1987 *Richard T. Murphy*

#### **PI 441 Metaphysics of Knowledge**

Over the history of philosophy knowledge has been interpreted in a number of ways. The metaphysics of knowledge examines the main co-ordinates of knowledge as a form of being: dialectic, analysis, logic, illuminationism, realism, correspondence, epistemologism, psychologism, coherence, critique, methodologism, heuristics, hermeneutics. Our effort to examine these parameters will be computer-assisted and

will include questions of cognition in artificial intelligence.

Offered Fall, 1986

*Thomas Blakeley*

#### **PI 443 Jesus**

The character, life, teachings, and significance of the most important man who ever lived is usually studied by theologians, historians, and psychologists, but seldom by philosophers. But what more perfect subject for reflection by a "lover of wisdom" than the wisest of the wise? Intensive and reflective study of *The Lord* by the Christian existentialist Romano Guardini, a philosophical interpretation of each major event in the gospels.

Offered Spring, 1987

*Peter J. Kreeft*

#### **PI 445 The Origins of American Pragmatism**

Pragmatism is the most characteristic expression of American life, its civilization and its mind. A reading of selected works of Dewey and James should provide an introduction to the pragmatic method of philosophizing and a framework for a discussion of the place of pragmatism in American culture.

Offered Fall, 1986

*Richard Cobb-Stevens*

#### **PI 448 Kant's Critique (F: 3)**

An analysis of the major theme of Kant's philosophy as expressed in his first critique, including a study of its antecedents and consequences in the history of philosophy.

*Ronald K. Tacelli, S.J.*

#### **PI 449 Corporations and Morality (F, S: 3)**

What are the limits of deceptive advertising? Can bribery ever be justified? What are the responsibilities of the individual or professional investor? What are the rights of an employee? Can the free market system promote both economic efficiency and equality? These are all questions which are being hotly disputed in the business world today, and they will constitute some of the main issues for this course. Our approach will be to blend theoretical material (drawn from business, philosophy, economics, etc.) with numerous case studies. Students of all backgrounds are welcome and can be assured of lively debates and considerable controversy.

*Richard A. Spinello*

#### **PI 450 Phenomenology and Intersubjectivity**

Communication between persons, dialogue, love—these are major categories in any attempt to analyze the roots of the social conflicts that beset the twentieth-century world. This course will examine the widely different attempts made by contemporary phenomenologists to explore the extent and limits of interpersonal relationships.

Offered Spring, 1987

*Thomas J. Owens*

#### **PI 451 Health Care Ethics**

Starting from a reflection on the basic structure of moral judgement, the course will move into a discussion of two general areas of moral questioning concerning the care of human life: (1) questions arising from the development of technology and science having to do with genetic control,



organ transplants, preventive medicine, and the ends of information-gathering about people; and (2) questions connected with the care of the sick and dying, the idea of health or human wholeness, the social structures affecting health care in hospitals, labeling, professional dominance, the experience of death, and abortion. Offered Fall, 1986 *Oliva Blanchette*

**Pl 455 Kierkegaard and Nietzsche (S: 3)**  
Kierkegaard and Nietzsche are the two most important giants of thought in the nineteenth century and the two leading influences on contemporary thought. This course will study their lives and the predominant themes of their thought along the lines of Christian belief and Atheistic Humanism. The class will include lectures, student reports, and analyses of some of their important writings. *Stuart B. Martin*

**Pl 456 The Holocaust: A Moral History**  
The tragic event which ruptured modern western morality will be examined from a variety of perspectives (literary, philosophical, theological, and political). We shall study the testimony of both its victims and its perpetrators. Special attention will be given to a consideration of the intellectual and moral factors which motivated resistance or excused indifference. We shall conclude with interpretations of its meaning for contemporary morality and of its theological significance for Christians and Jews. Offered Spring, 1987 *James Bernauer, S.J.*

**Pl 463 Sartre, Flaubert, History**  
Sartre's *Critique of Dialectical Reason* is examined as a prelude to his monumental study of *The Family Idiot*, where Flaubert appears as representing a whole era (which happens to be that of Karl Marx). "What can one know of a man today. . . ?"; or how do biography and scientific sociology dialectically relate, or do they? Offered Fall, 1986 *Thomas J. Blakeley*

**Pl 467 Jean-Paul Sartre (S: 3)**  
An analysis of Sartre's early writings on imagination and consciousness. Emphasis will be placed upon his penetrating studies of freedom, bad faith and the sado-masochistic dimensions of interpersonal relations. Both literary and philosophical texts will be discussed. *Richard Cobb-Stevens*

**Pl 472 Science and Religion**  
The religious roots of ancient and modern scientific thought will be presented. The origins of the assumption that modern science and religion are basically incompatible will be traced, with a view toward a new understanding of their relation. Out of this new understanding, the possibility of religion's contribution to the problem of the misuse of science will be explored. Offered Spring, 1987 *Patrick H. Byrne*

**Pl 478 The Great Conversation (F: 3)**  
A one-semester tour through all the major western philosophers from Socrates to Sartre from a logical point of view, emphasizing arguments between the philosopher and asking the simple question, "Who's right?" *Peter Kreeft*

**Pl 479 Contemporary German Philosophy**  
In this course consideration will be given to current developments within German philosophy. Husserl, Heidegger, Gadamer and Habermas will be among the philosophers considered. Special attention will be given to current movements within German philosophy, including phenomenology, hermeneutics and critical theory. Offered Fall, 1986 *David M. Rasmussen*

**Pl 484 Greek Tragedy and Greek Philosophy**  
While Greek tragedy is far from a mere dramatization of philosophical theses, it does raise philosophical issues. The aims of this course are: to become better acquainted with Greek tragedy, and more alert to the philosophical issues it raises, and to see how these issues shaped the thought of Plato and Aristotle and how they might affect our own thought. Offered Spring, 1987 *Arthur R. Madigan, S.J.*

**Pl 485 Philosophy of Comparative Religions—East & West (F: 3)**  
This course has a twofold purpose. First, it explores one of the fundamental questions in philosophy: the religious or a-religious nature of man. Is man essentially a religious being, and hence is not self-sufficient per se. Or is man essentially an a-religious being, and hence is self-sufficient per se. Secondly, this course is also a comparative study of *philosophies* of Western and Eastern religions. Five of the world's major living religions (Judaism, Christianity, Taoism, Buddhism and Shintoism) will be studied separately, and then follows a comparative evaluation of them. It is hoped that a synthetic understanding of the religious or a-religious nature of man would be achieved. *Francis Y. Soo*

**Pl 491 Philosophy and Power**  
Philosophy has played a decisive role in the formulation of the principles for each of the major political movements of our age: Liberalism, Fascism, Communism. This course will study these principles in the interest of discovering certain key relationships between expressions of philosophical thought and practices of political power. Offered Fall, 1986 *James Bernauer, S.J.*

**Pl 495 Metaphor and Interpretation**  
A metaphor is "a poem in miniature." Hence, a satisfactory analysis of metaphor requires a study of the creation of meaning in language. This course will bring together representative viewpoints on metaphor from the fields of linguistics, literary criticism and the philosophy of language. The role of metaphor in philosophic discourse will also be discussed. Offered Spring, 1987 *Richard Cobb-Stevens*

**Pl 500 Philosophy of Marxism (S: 3)**  
The course lectures treat Marxism as a philosophy beginning with its roots in Hegel, and subsequently analyzing the philosophical ideas of the young Marx, and the contribution of Engels and Lenin. Finally, certain key philosophical themes such as

the notion of the real and the nature of the human person will be related to the thought of current Soviet philosophers. *Frederick J. Adelman, S.J.*

**Pl 502 Pre-Marxist Russian Philosophy**  
The course provides an historical survey of the various doctrines, insights, and trends in the pre-revolutionary Russian thought. A special attention will be given to the philosophy of Skovoroda, Chaadaev, Herzen, Dostoevsky, and Solovyov. Offered Fall, 1986 *Joseph L. Navickas*

**Pl 509 Marx and Weber: The Origins of Society**  
A comparison of the way in which these two men approach the question of the origin of modern society. Offered Spring 1987 *David M. Rasmussen*

**Pl 513-514 Contemporary French Philosophy I & II (F, S: 3)**  
During the past few decades, French philosophical reflection has had an extraordinary impact on our self-understanding. A combination of original thought and brilliant style created a living philosophy, assured of a wide international audience and an unusually immediate cultural influence. Writers like Camus, Sartre, De Beauvoir, Levi-Strauss and Foucault have shaped the ways in which we think about many of the great ethical issues of our day. This two-semester course will be offered in French. The readings have been selected both for their lucid style and engaging content. Discussions and examinations will be conducted in French. *Richard Cobb-Stevens*

**Pl 520 Basic Marxist Thought**  
An examination of the development of the thought of Karl Marx from *The Economic and Philosophical Manuscripts* through *Kapital*. Offered Spring, 1987 *David M. Rasmussen*

**Pl 521 Wittgenstein (F: 3)**  
Assuredly, Wittgenstein has been one of the foremost and most influential philosophers in the twentieth century. This course will present his thought against the historical background of the rise of the Analytic movement. It shall emphasize how Wittgenstein has so radicalized philosophical methodology that linguistic analysis seems to be the only method accepted as viable by the vast majority of Anglo-American philosophers. *Richard T. Murphy*

**Pl 523 The Prison Experience**  
An examination of the prison experience from a variety of perspectives: historical, sociological, literary, cinematic and philosophical. Initially, the course will investigate the historical appearance of the prison institution as a common form of punishment. We shall then consider the literature produced from within the prison experience and recent cinematic expressions of its meaning. Finally, we will study the model of rationality contemporaneous with the birth of the prison and the philosophical sources of penology as human science. Offered Fall, 1986 *James Bernauer, S.J.*



**PI 526 From Enterprise to Management (S: 3)**

A philosophy of the American economic culture.

*Oliva Blanchette*

**PI 529 Philosophy of Action**

A study of the concrete approach to transcendence through human action as found in Maurice Blondel's science of practice and its relation to practical science.

Offered Fall, 1986 *Oliva Blanchette*

**PI 538 Law, Business and Society (F: 3)**

This course is to explore the relationship and interaction among Law, Business and Society, i.e., among the political, economic and social spheres of human life.

Starting from the notion of law and (human) rights, the course will move into a critical reflection on various forms of societies—Greek, Medieval, Modern and Contemporary—as developed throughout history. It will examine how, in each of the above societies, law originated, developed and was manifested within concrete economic and social structures.

*Francis Y. Soo*

**PI 545 Social Philosophy in Classical Antiquity**

A study of ancient man's outlook on man-in-society and the *polis* starting from Hesiod and other early poets or other pre-Socratic wise men down to Attic tragedy and the political philosophies of Plato, Aristotle and Cicero.

Offered Spring, 1987 *Oliva Blanchette*

**PI 548 Rationalists and Romantics**

This course will examine some philosophers of the nineteenth century in the light of two basic tendencies, the rationalist scientific spirit of the Enlightenment, and the romantic reaction, the return to nature. The stress will be on British philosophy of this period, particularly the utilitarian tradition of Bentham, Mill, and Sidgwick, and the romanticism of Blake, Wordsworth and Coleridge; but excerpts from some American and continental authors will be included. The classes will be partly lecture, partly discussion, with an emphasis on reading and discussing the texts of the authors studied.

Offered Fall, 1986 *Gerard C. O'Brien, S.J.*

**PI 554 Philosophy of Poetry and Music**

This course will deal with the history of poetry, painting, sculpture, architecture, music and dance. A major perspective will be the interrelation of these art forms to their respective cultural periods. Students will be encouraged to work out their own projects or to select studies on Eastern or Western Art.

Offered Spring, 1987 *Joseph Flanagan, S.J.*

**PI 557 Logic for Human and Machine**

An introduction to formal logic, designed to familiarize students with the expression of ordinary statements in symbolic form, with truth-tables, and with other such basic logical themes. Particular stress will lie on practical exercises, both on the PDP-1170 and on the VAX-11, so as to examine how Aristotelian and Boolean logics perform in a time-sharing context.

Offered Fall, 1986 *Thomas J. Blakeley*

**PI 561 Freud and Phenomenology**

The course will present the chief principles and concepts belonging to the method of psychoanalysis developed by Sigmund Freud. After the close examination of his general psychological theory a philosophical critique of the Freudian method will be given from the phenomenological viewpoint. This critique will introduce a brief sketch of the phenomenological method as applied in existential analysis.

Offered Spring, 1987 *Richard T. Murphy*

**PI 563 The Great Philosophers I (F: 3)**

The course is designed for philosophy majors and interested seniors. It is an attempt to provide inquisitive and historically oriented students with a full year survey of the major thinkers in the Western tradition. The principal objective of this course is to trace the development of philosophy beginning with the pre-Socratics and moving up through the medievals to the moderns.

*Joseph L. Navickas*

**PI 564 The Great Philosophers II (S: 3)**

This course is a continuation of the Great Philosophers I. The purpose of the present course is to exhibit philosophy as the thought of remarkable individuals, not as an integral part of cultural, social, and political life. This purpose demands more account of individual thought than is usually given by the historians.

*Joseph L. Navickas*

**PI 574 Approaches to Language**

A comparative study of the different but complementary traditions in German, French and Anglo-Saxon philosophies of language. Emphasis will be placed upon the themes of symbolic expression underlying structural codes and the nature of the speech act. Essays by Cassirer, De-Saussure, Wittgenstein, Austin and Searle should provide a rich and varied backdrop for a discussion of the mystery of human speech.

Offered Fall, 1986 *Richard Cobb-Stevens*

**PI 577 Introduction to Symbolic Logic**

An introduction to formal logic, designed to familiarize students with the expression of ordinary statements in symbolic form, truth-tables, validity of arguments and proofs, quantification of predicates and relations (propositional functions). The importance and limits of logical thinking will be discussed.

Offered Spring, 1987 *Patrick H. Byrne*

**PI 578 Philosophy of Mathematics**

*Prerequisite:* PI 577

A study of the formal foundations of arithmetic and geometry. Besides presenting in detail principles and theorems from these two areas, this course will investigate the nature of mathematical thought operative in these presentations. The contribution of David Hilbert to the understanding of mathematical thinking will be stressed. The relation between mathematics and the sciences will also be discussed. Though no particular mathematical topics beyond high school geometry will be presupposed, familiarity with mathematical thinking will be helpful.

Offered Fall, 1986 *Patrick H. Byrne*

**PI 584 The Compleat Author: C. S. Lewis**

Lewis wrote poetry, literary criticism, science fiction, fiction, fantasy, philosophy, theology, religion, literary history, epics, children's stories, historical novels, short stories, psychology and politics. He was a rationalist and a romanticist, a classicist and an existentialist, a conservative and a radical, a pagan and a Christian. No writer of our century had more strings to his bow, and no one excels him at once in clarity, in moral force, and in imagination: "the true, the good and the beautiful." This course is a "total immersion experience" in this remarkable man through his writings, aiming not primarily at him but at ourselves and our world seen through his eyes.

Offered Fall, 1986

*Peter J. Kreeft*

**PI 594 Metaphysics (F: 3)**

First philosophy, or metaphysics is the core of philosophic activity, its subject-matter being expressed as "being as being." We will make it our task to examine all the central issues of metaphysical concern: what is being? what are the main traits of being as being? what are the main types of being? what are the fundamental operations of being as being? in what ways is being known? This systematic study will be complemented by some attention to the metaphysical principles of Aristotle, Thomas Aquinas, Nicolai Hartmann and Jean-Paul Sartre.

*Thomas J. Blakeley*

**PI 596 Intentionality and the Free Will (F: 3)**

The lectures will begin by discussing the notion of intentionality as found in St. Thomas and then as developed by Brentano and Husserl. The will theory discussed will have its roots in St. Thomas but then will be up-dated in the light of intentionality. The criticism of determinists like Skinner and of the Existentialists like Sartre will also enter into the final discussions.

*Frederick J. Adelman, S.J.*

**PI 602 Soviet Philosophy Today**

Among contemporary philosophical trends, Marxism-Leninism stands out not only as the most extensive but also as the most threatened by modern developments in science and society.

We will examine its origins in the "classics of Marxism," its codification in the textbooks of the 1940s and 1950s, the "de-Stalinisation," ending up in "peaceful co-existence" and "détente."

Emphasis will be on the Soviet ability to respond to the "scientific-technological revolution," to empirical sociology, to Freudian psychology, to East-European humanism, to dialogue and Christian renewal, as well as to more theoretical challenges; for example, from neopositivism and from neo-Marxism.

Offered Spring, 1987 *Thomas J. Blakeley*

**PI 603 The Enlightenment and the Birth of Modernity**

A study of the birth of modern rationality in the period of the Enlightenment. The course will examine a variety of Eighteenth Century thinkers in the perspective of the age's major themes: God and Rea-



son, Thought and Superstition, History and Progress, the Idea of Humanity. Offered Fall, 1986 *James Bernauer, S.J.*

**Pl 604 Philosophy and History**

The first part of the course will aim to clarify the nature of historical understanding by examining the work of several historians. We shall then consider several attempts (Hegel, Toynbee, Voegelin) to articulate a philosophical understanding of historical development. Offered Spring, 1987 *James Bernauer, S.J.*

**Pl 606 The Soviet Critique of Neo-Positivism (F: 3)**

In presenting itself as "scientific socialism," Soviet Marxism-Leninism comes into conflict with the "scientistic" pretensions of Anglo-American neopositivism. On the other hand, Soviet philosophy joins the neopositivist/analysts in accusing all other philosophies of "metaphysics." We will examine each of these contemporary trends separately and then study the interplay between them, especially as concerning the nature of science, of logic, of language, and of the insertion of all of these various social fabrics. We will close with an examination of how both trends are currently interacting with phenomenology.

*Thomas J. Blakeley*

**Pl 608 Humanism and Anti-humanism (F: 3)**

This course will examine contemporary notions of humanism (e.g., Sartre, Heidegger) and the critique that has been made of humanism by such thinkers of Althusser, Foucault, Derrida and Lacan.

*William J. Richardson, S.J.*

**Pl 609 The Greek Intellectual Adventure**

It would be hard to match the Greek thinkers of the sixth and fifth centuries B.C. for creativity and bold imagination. This course explores Greek philosophy up to Socrates with special emphasis on the Pre-Socratics and Sophists, and relevant background from poetry, drama and history.

Offered Fall, 1986 *Arthur R. Madigan, S.J.*

**Pl 611 The Crisis of Political Philosophy: The Critical Tradition vs. Neo-Conservatism (F: 3)**

The basic concern of this course will be to trace modern theories of state and society from their enlightenment origins to the present. The course will consider theories of state and society in the works of Hegel, Marx, Mill, Horkheimer, Adorno, Rawls, Habermas, Arendt and that number of contemporary thinkers generally classified as neo-conservative, i.e., Bell, Berger, Shils, Kristol, Lipset, Glazer and Nesbit on the sociological side as well as their philosophical counterparts McIntyre, Derrida, Rorty and others. The course will concern itself with the general erosion of freedom and the return to authority as advocated by contemporary neo-conservatives.

*David M. Rasmussen*

**Pl 612 Personality and The Human Sciences**

This course will study the role which three human sciences (anthropology, psychology and sexology) have played in shaping our contemporary understanding of personal-

ity and in directing our philosophical questions with respect to it.

Offered Spring, 1987 *James Bernauer, S.J.*

**Pl 613 Marx' Grundrisse**

The most serious form of neo-Marxism is that which was launched by the spread of the study of Marx' *Grundrisse der Kritik der Politischen Oekonomie*. This course will look at the text and its influence both in the West and in the Marxist-Leninist world. Offered Fall, 1986 *Thomas J. Blakeley*

**Pl 615 British Empiricism**

This course introduces British Empiricism through the examination of the works of Locke, Berkeley, and Hume. These authors will be considered within their historical context. Their influence on contemporary philosophies will be evaluated.

Offered Spring, 1987 *Richard T. Murphy*

**Pl 622 Michel Foucault**

This course will study the works of Michel Foucault. We will examine his philosophical analysis of several modern forms of knowledge (psychology, medicine, penology, sexology) and the relationship of these human sciences to models of rationality and modes of political action.

Offered Spring, 1987 *James Bernauer, S.J.*

**Pl 625 The Problem of Self Knowledge**

"The unexamined life is not worth living." Socrates' proclamation forms the basic assumption of this course. However, important developments in Western culture have made the approach to self-knowledge both more difficult and more essential. Students will be invited to discover in themselves dimensions of their subjectivity which lead to resolution of fundamental issues. The work of Bernard Lonergan will serve as a guide.

Offered Spring, 1987 *Patrick H. Byrne*

**Pl 626 Hannah Arendt**

An examination of Arendt's philosophical achievement: her treatment of the active life of labor, work, action, and the mind's life of thinking, willing, judging. In addition to reading her major texts, there will be consideration of the political and philosophical contexts within which she formulated her thought.

Offered Fall, 1986 *James Bernauer, S.J.*

**Pl 628 Ayer and Wittgenstein**

This course introduces Analytic Philosophy (now dominant in contemporary American philosophical circles) through the examination of the two most influential thinkers: Ayer and Wittgenstein. Since these philosophers have had such an impact, they will be considered within the historical context.

Offered Fall, 1986 *Richard T. Murphy*

**Pl 632 The Later Heidegger**

This course will consider major themes in Heidegger's development after the so-called "turning" in his way (circa 1930). These will become manifest in certain selected representative texts.

*Required:* a serious knowledge of *Being and Time*, such as gained from "The Heidegger Project" or its equivalent.

Offered Fall, 1986 *William J. Richardson, S.J.*

**Pl 633 Metaphysics: Selected Texts (F: 3)** A diligent examination of selected classical metaphysical texts, chosen for intrinsic importance and for historical influence.

Texts to be studied will vary from year to year. Proficiency in Greek will be an asset. Offered Spring, 1987 *Arthur Madigan, S.J.*

**Pl 638 Plato: Selected Dialogues (F: 3)**

A study of (at most) a half-dozen Platonic dialogues, chosen to suit the philosophical interests of instructor and students. For students with some background in Plato. Offered Spring, 1987 *Arthur R. Madigan, S.J.*

**Pl 640 The Evolution of Greek Metaphysics**

A consideration of the development of metaphysics from the speculations of the Presocratics to the systems of the Neoplatonists. Texts to be studied will vary from year to year, but the greater part of the course will be devoted to metaphysical texts from Plato's dialogues, and to Aristotle's *Metaphysics*.

Offered Fall, 1986 *Arthur R. Madigan, S.J.*

**Pl 641 Ethics and Psychoanalysis**

An examination of the ethical problem as posed by psychoanalysis.

Offered Spring, 1987 *William J. Richardson, S.J.*

**Pl 646 The Logic of Edmund Husserl**

*Prerequisite:* Pl 680, 717 or an equivalent. Edmund Husserl initiated the phenomenological movement due to his dissatisfaction with the psychologistic grounding of logic then current. In this course, the major themes of his phenomenological conception of logic will be explored: the critique of "psychologism;" the widening of formal logic to include a formal ontology; above all, his original development of a transcendental logic. In conclusion, Husserl's transcendental logic will be compared to Kant's as stated in *The Critique of Pure Reason*.

Offered Fall, 1986 *Richard T. Murphy*

**Pl 647-648 Ethics and Politics I & II**

This course will originally focus upon modern attempts to reconstruct theories of ethical action in the context of political life dating from Kant to the present. Particular emphasis will be given to contemporary continental and Anglo-Saxon schools of thought. The first semester will focus upon the work of modern utilitarians, intuitionists and critical theorists. In particular, the work of both Jurgen Habermas and John Rawls will be highlighted. In the second semester we will consider ethics in historical perspective beginning with Plato and Aristotle and moving to the present. The overall concern of this two semester course will be to construct a model for ethical action based on hermeneutic, life-world and historic considerations. The course will be both lecture and seminar. It is intended for both graduate and advanced undergraduate students.

Offered Spring, 1987 *David M. Rasmussen*

**Pl 650 Russian Cultural Philosophy**

This course provides an historical, continuing survey of the various trends and developments in the pre-revolutionary, pre-Marxist Russian thinking. It seeks in every aspect of Russian thought the significance of culture for man and his social environ-



ment. A special attention will be given to the philosophy of Chaadaev, Lavrov, Chernyshevsky, and Dostoevsky.  
Offered Fall, 1986 *Joseph L. Navickas*

**PI 680 The Phenomenology of Edmund Husserl**

A study of the major themes of Husserl's early works: intentionality, time-consciousness, the interplay of experience and language, seeing as interpretation. Emphasis will be placed upon the ontological implications of phenomenology.  
Offered Spring, 1987 *Richard Cobb-Stevens*

**PI 682 Towards an Ontology of Language**

An analysis of the problem of language focusing on recent European thinkers, including Heidegger and Merleau-Ponty.  
Offered Fall, 1986 *William J. Richardson, S.J.*

**PI 683 Religion After Freud and Jung**

A critical examination of the influences of Freud and Jung in the area of religious attitudes and values.  
Offered Spring, 1987 *William J. Richardson, S.J.*

**PI 686 Hermeneutics (F: 3)**

An examination of a certain number of major issues in contemporary theories of interpretation.  
Offered Fall, 1986 *William J. Richardson, S.J.*

**PI 693 Merleau-Ponty and the Problem of Self**

A study of the major texts of Merleau-Ponty as they relate to the problems of the human self.  
Offered Spring, 1987 *William J. Richardson, S.J.*

## Physics

### Faculty

**Professor Robert L. Carovillano, A.B.,** Rutgers University; Ph.D., Indiana University

**Professor Joseph H. Chen, B.S.,** Saint Procopius College; Ph.D., University of Notre Dame

**Professor Baldassare Di Bartolo, Dott. Ing.,** University of Palermo; Ph.D., Massachusetts Institute of Technology

**Associate Professor Robert L. Becker, B.S.,** Missouri Schools of Mines; M.S., Ph.D., University of Wisconsin

**Associate Professor George J. Goldsmith, B.S.,** University of Vermont; M.S., Ph.D., Purdue University

**Associate Professor Francis McCaffrey, B.S.,** Providence College; Ph.D., University of Notre Dame

**Associate Professor Solomon L. Schwebel, B.S.,** City College of New York; M.S., Ph.D., New York University

**Associate Professor Rein A. Uritam,** Chairman of the Department  
A.B., Concordia College; A.B., Oxford University; A.M., Ph.D., Princeton University

**Assistant Professor John H. Kinnier, S.J.,** B.S., A.B., A.M., Boston College; M.S.,

Catholic University of America; S.T.L., Weston College

**Assistant Professor Francis A. Liuima, S.J.,** M.S., Boston College; Ph.D., St. Louis University

**Research Professor Pradip M. Bakshi, B.S.,** University of Bombay; A.M., Ph.D., Harvard University

**Research Professor Robert H. Eather, B.Sc.,** Newcastle, University College of the University of South Wales; Ph.D., University of South Wales

**Research Professor Gabor Kalman, D.Sc.,** Israel Institute of Technology

### Program Description

The Department of Physics offers alternative courses of study leading to the B.S. or the A.B. degree.

The B.S. program is designed to prepare a student for advanced graduate studies and a professional career in physics. Minimum requirements in the B.S. program are adequate for students planning on immediate employment upon graduation or undertaking certain career directions outside of physics. Courses are in classical and modern physics and emphasize physical concepts and experimental methods. The laboratory program offers broad experience in experimental physics and opportunity to work closely with faculty and graduate students on advanced research projects.

The minimum requirements of the B.S. program include ten lecture courses in physics of which eight are numbered above 300. Among these the following are required: Ph 301, 302, 401, 402, and 411. In addition Ph 412 and Ph 425 are very strongly recommended. The required laboratory courses are Ph 203-204, Ph 405-406, and Ph 535. In addition, especially for students concentrating in experimental physics, either Ph 536 or (with approval) Ph 538 is very strongly recommended. Mathematics through the level of advanced calculus is required; currently the Mathematics Department is offering 4-credit calculus courses (Mt 104, 105, 204, 205) and B.S. physics majors are encouraged to enroll in these rather than in the 3-credit course sequence. The final requirement is two approved courses in a science other than physics.

The A.B. program is intended for students who desire a comprehensive understanding of physical science, but do not plan to do graduate work in physics. Minimum degree requirements for the A.B. are: eight approved courses in physics of which at least four are numbered above 300; two credits of introductory laboratory; Ph 405-406; two courses in calculus; and two courses in science outside of physics.

A physics major with a satisfactory scholastic average (3.3 or higher) may apply for entry into the Departmental honors program. Application must be made to the Undergraduate Affairs Committee no earlier than the beginning of junior year and no later than the first quarter of senior year. Each applicant must solicit a faculty advisor to supervise the proposed research project. Honors will be granted upon: a) Satisfactory completion of a thesis based

on the research project; b) Demonstration through an oral examination of a broad comprehension of physics in general and the special field of the thesis. The examining committee shall be appointed by the Chairperson and consist of a two-member faculty Honors Committee and one additional examiner from the physics faculty or graduate student body.

Advanced undergraduate physics majors may, with the approval of the Chairperson, enroll in first-year graduate courses, such as Ph 711, 732, or 741, described in the Graduate Catalog.

### Course Offerings

Courses numbered below 200 are introductory courses directed generally at non-science majors or A.B. physics majors. These courses have no prerequisites and utilize no mathematics beyond ordinary college entrance requirements. Introductory physics courses may be used to fulfill the University Science Core requirement. Ph 209-210 Introductory Physics I, II (Calculus) or Ph 211-212 Introduction to Physics I, II (Calculus) and Ph 203-204 Introductory Physics Laboratory I, II are required of all B.S. biology, chemistry and physics majors. Courses numbered above 300 are advanced offerings primarily for physics majors.

#### Introductory Courses (Core)

**Ph 111-112 Physics for the Curious I, II (F: 3-S: 3)**

This course is designed to introduce the nontechnically oriented student to physics. The scientific view of the world and the process by which physical laws are discovered are examined with a historical perspective. The impact on society and upon methods of thought and investigation of such great scientific ideas as Galileo's conception of motion and Einstein's theory of relativity are broached. Areas of study include the microcosm of atoms and particles, planetary motion and structure of the solar system, the super macrocosm of stellar media, the modern conception of light, radiation and lasers.

Recommended laboratory (optional): Ph 101-102

*Baldassare Di Bartolo  
John H. Kinnier, S.J.*

**Ph 115-116 Structure of the Universe I, II (F: 3-S: 3)**

An introductory course directed at non-science majors. Physical principles are developed and applied to our space and astrophysical environment. Topics include: structure and evolution of the solar system, physics of the sun and planets, space discoveries, creation and structure of stars and galaxies, relativity and cosmology, extraterrestrial life, astronomical concepts.

*Gabor Kalman*

**Ph 130 Ideas of 20th Century Physics (S: 3)**

A course for nonscience majors who wish to become conversant with some of the leading ideas in contemporary science that have had a major impact on the modern world, presented in a way that a non-mathematically inclined student can understand. Some of the topics covered in-



clude the new ideas of space and time in Einstein's relativity, the nonintuitive concepts of causality in quantum physics, applications of these to atomic physics, nuclear weapons and nuclear power, and the highly exciting new discoveries and theories in space, such as pulsars, quasars, and black holes.

*Robert Carovillano*

**Ph 131 Development of Scientific Thought (F: 3)**

The objective of this course is to illuminate those concepts and views of the physical world that play so large a part in our lives. Starting with the contributions of the Greeks and bringing it up to the present, the course will outline the role of mathematics, philosophy, astronomy, physics, chemistry, biology and geology in the formation of our present view of the world about us and the view we have of ourselves. The course is open to all students; there are no prerequisites. The emphasis will be on the concepts of the various sciences, not on their techniques.

*Rein A. Uritam*

**Ph 132 The Art of the Scientific: A Quest for Understanding the Physical Universe (S: 3)**

The course will trace the evolution of the concepts which underlie our modern theories. This will be accompanied, where feasible, with the appropriate experiments. The course will emphasize the art rather than the techniques of the scientist. No special pre-requisites are required for this course.

*Solomon Schwebel*

**Ph 136 Space Exploration (F: 3)**

This course deals with Space Age discoveries. Satellites have been used to explore wide areas of the solar system and of deep space; the results from space missions and from dramatic developments in ground based observational capabilities provide the basis of the course. Physical concepts are developed in context, with an historical perspective provided from the ideas of the early astronomers and philosophers to the current space findings. Topics include the Sun-Earth system, including solar flares, the solar wind, the magnetosphere and auroras; comparative studies of the other planets; the Moon and planetary satellites; comets; X-ray, gamma ray and radio wave pictures of deep space.

*Robert H. Eather*

**Ph 171-172 Energy and the Environment, a Technoscientific Perspective I, II (F: 3-S: 3)**

A course primarily for nonscience majors in which the cultural, historical and scientific origins of our contemporary technological society are explored; the fundamental principles of energy utilization examined; and the impact of technology on resources and the environment studied. Emphasis is on the people and processes of science-technology, and on the fundamental limitations to the availability of energy as a background to the investigation of problems of population, resources, and pollution. Three lectures per week.

*Koduvayur G. Narayana*

**Ph 173 Nuclear Power and Nuclear Weapons (F, S: 3)**

This course will cover the basic physical principles and technology of nuclear reactors, nuclear power systems, and nuclear weapons. Emphasis will be on equipping each student to find a reasonable position between the poles of purely "pro" and purely "anti;" to acquire a sound understanding of the benefits and costs of nuclear power and nuclear weapons; to sort out the important differences between nuclear armaments policy and nuclear electric power policy; and to have responsible, well-informed, opinions on these critical issues.

There are no science or math prerequisites.

*George Goldsmith*

**Ph 183-184 Foundations of Physics I, II (F: 3-S: 3)**

An introduction to the principal concepts of classical and modern physics. Elementary algebra is used in this course but emphasis is on physical understanding rather than mathematical manipulation. Topics include mechanics, electricity and magnetism, heat, sound, optics, and some revolutionary 20th century ideas in relativity and quantum physics and their application to the subatomic world. Recommended Laboratory (optional): Ph 101-102.

*Koduvayur G. Narayana*

**Ph 199 Special Projects (F: S)**

Individual programs of study and research under the direction of physics faculty members. Credits and requirements by arrangement with the approval of the Chairperson.

*The Department*

**Ph 209-210 Introductory Physics I, II (Calculus) (F: 4-S: 4)**

*Prerequisite:* Mt 100-101 (may be taken concurrently)

A course primarily intended for those majoring in the physical sciences. The principal areas of physics will be covered at the introductory level with an orientation toward future study of these areas. Primary emphasis will be on classical mechanics and on electricity and magnetism, and also on wave phenomena, thermodynamics, kinetic theory, optics, and topics in modern physics. Four lectures per week. Recommended laboratory (optional): Ph 203-204.

*Koduvayur G. Narayana*

**Ph 211-212 Introduction to Physics I, II (Calculus) (F: 4-S: 4)**

*Prerequisite:* Mt 100-101 (may be taken concurrently)

First Semester: An introduction to classical mechanics, including Newton's laws, energy, angular motion, oscillations and gravitation; wave motion acoustics, the kinetic theory of gases and thermodynamics. Second Semester: The fundamentals of electricity and magnetism, electrical and magnetic properties of matter, electromagnetism, electromagnetic oscillations and waves, geometrical optics and optical instruments, the wave properties of light, and selected topics in modern physics. Four lectures per week. Recommended laboratory (optional): Ph 203-204.

*John H. Kinnier, S.J.  
Francis A. Liuima, S.J.*

**Laboratory Courses**

**Ph 101-102 Basic Laboratory I, II (F: 1-S: 1)**

A course which provides laboratory demonstration of physical principles and demands minimal use of mathematics in interpreting the results of experiments or demonstration experiments. One two-hour laboratory period per week. This course carries a laboratory fee.

*Francis McCaffrey*

**Ph 203-204 Introductory Physics Laboratory I, II (F: 1-S: 1)**

A laboratory course which provides an opportunity to perform experiments on a wide range of topics in mechanics, electricity and magnetism, optics, acoustics, heat, and modern physics. One two-hour laboratory period per week. This lab is intended for students in Ph 209-210 or Ph 211-212. This course carries a laboratory fee.

*Francis McCaffrey*

**Ph 405-406 Modern Laboratory Techniques I, II (F: 1-S: 1)**

Introduction to the methods of contemporary physics research; the use of meters, oscilloscopes, electrometers, photocells, vacuum apparatus, low temperature techniques, control circuitry, the application of microcomputers to measurement, circuit design and construction. This course carries a laboratory fee.

*George Goldsmith  
Francis McCaffrey*

**Ph 535-536 Experiments in Physics I, II (F: 3-S: 3)**

Experiments in optics, solid state physics, nuclear physics, spectroscopy, x-ray and electron diffraction. Students will carry out independent projects aimed at acquiring a sound understanding of both the physical principles involved in each subject area, and of the principles and problems of modern experimental physics. This course carries a laboratory fee.

*George Goldsmith*

**Ph 538 Projects in Experimental Physics (S: 3)**

*Prerequisite:* Permission of Chairperson  
A major individual research problem in an area such as atomic, nuclear, or solid state physics. Project approval must be obtained prior to the beginning of the semester, normally at the time of pre-registration. This course carries a laboratory fee.

*The Department*

**Electives (Primarily for Majors)**

**Ph 301-302 Structure of Matter, I, II (F: 4-S: 4)**

A transition between introductory and advanced physics courses, for science majors. First semester: Special relativity, statistical physics, origins of the quantum theory and one-dimensional quantum mechanics. Second semester: Quantum mechanics of particle systems in three dimensions, including angular momentum and spin; electromagnetic transitions and selection rules; applications to hydrogen and complex atoms, molecules, nuclei, crystals, metals and semiconductors. Introduction to properties of elementary particles.

*Robert L. Becker*



**Ph 399 Scholar's Project (F: S)**  
Reserved for physics majors selected as Scholars of the College. Content, requirements, and credits by arrangement with the approval of the chairperson.  
*The Department*

**Ph 401 Mechanics (F: 4)**  
Classical mechanics at the intermediate level. Particle dynamics and oscillations in one dimension. Conservative forces. Conservation principles: energy, momentum, angular momentum. Particle dynamics, orbit theory, and stability for central forces; the Kepler problem; Rutherford scattering. Accelerating frames of reference. Rigid body dynamics. Introduction to Lagrange's equations.  
*Solomon Schwebel*

**Ph 402 Electricity and Magnetism (S: 4)**  
Electricity and magnetism at the intermediate level. Electrostatics; Laplace's equation. Magnetostatics. Maxwell's equations; electromagnetic waves. Electron theory; dispersion; theory of the dielectric constant. Electromagnetic radiation.  
*Joseph H. Chen*

**Ph 411 Atomic and Molecular Physics (F: 4)**  
A course at the intermediate level: Simple and multi-electron atoms; Schrodinger equation; Pauli principle; atomic spectra, Zeeman and Stark effects; selection rules; x-rays; molecular physics.  
*Robert Carovillano*

**Ph 412 Nuclei and Particles (S: 4)**  
A course at the intermediate level: Structure of the nucleus. The neutron; the deuteron. Alpha decay; beta decay. Nuclear models. Nuclear reactions; collision theory. Nuclear forces. High energy physics; systematics and properties of elementary particles; symmetries.  
*Robert L. Becker*

**Ph 425 Introduction to Solid State Physics**  
*Prerequisite:* Mt 100-101; one year of physics  
A survey of solid state physics, including: crystal structure; phonons and lattice vibrations; band theory; thermal, optical, electrical and magnetic properties of solids and superconductivity. Physical characterization of materials. Open to all science majors.  
Offered 1986-87.

**Ph 430 Physical Electronics**  
*Prerequisite:* Ph 425  
The physical principles and application of electronic devices including diodes; transistors; integrated circuits; vacuum tubes; and optical, acoustical, mechanical, magnetic, and thermal transducers.  
Offered 1986-87.

**Ph 437 Electric and Electronic Circuit Analysis (S: 3)**  
*Prerequisites:* Mt 201, Ph 210 or 212  
This course deals with the responses of electric circuits containing resistance, capacitance, and inductance to periodic and nonperiodic inputs, and an introduction to electronic devices and circuitry. Techniques and concepts include nodal, mesh, and loop analyses; impedance and admittance; transfer functions; complex frequency response analyses, Fourier and Laplace Transform

techniques; transistors; operational amplifiers; and digital circuits. Forms a solid foundation for subsequent study of digital electronics, control systems, and communication systems.  
*The Department*

**Ph 441 Optics (F: 3)**  
A modern treatment of geometrical and physical optics, with emphasis on contemporary topics including applications. Optical systems, Fraunhofer and Fresnel diffraction, interference, polarization, Fourier transform spectroscopy, holographs, and lasers.  
*George Goldsmith*

**Ph 480 Introduction to Mathematical Physics (F: 3)**  
Determinants, matrices and their application to the solution of linear differential equations. Other areas to be studied are: Fourier series, Laplace and Fourier transforms.  
*Solomon Schwebel*

**Ph 525 Plasma Physics (F: 3)**  
*Prerequisites:* Ph 402, Mt 204 or 201  
An introduction to the study of many charged particles classical systems. Motions of single particles. Plasma as a fluid. Interaction of plasma and waves. Properties of the plasma diffusion, resistivity and stability. Introduction to kinetic theory. Problems related to fusion.  
*The Department*

**Ph 599 Readings and Research in Physics (F, S)**  
Individual programs of study and research for advanced physics majors under the direction of a physics faculty member. Credits and requirements by arrangement with the approval of the chairperson.  
*The Department*

**Ph 630 Nuclear Winter and Other Non-Traditional Topics in Physics (S: 3)**  
A seminar at the advanced undergraduate and graduate level meant to introduce the student to areas in which physicists have worked but which are not normally considered in traditional physics curricula. Topics will be chosen from a group of papers provided to the students. Areas will include, but not be limited to, social policy, psychology, biology, literature, law, and conflict resolution.  
*Sam Silverman*

Other courses in the Department's repertoire, offered on a nonperiodic basis include:

- Ph 138 Science and Theology**
- Ph 432 High Energy Physics**
- Ph 440 Applied Fluid Mechanics**
- Ph 542 Solar Cell Physics**

- Ph 610 Coherent Optics and Lasers**
- Ph 615 Astrophysics and Cosmology**
- Ph 621 Molecular Structure and Spectra**

Information on these courses and their availability may be received from the Chairperson.



## Political Science

### Faculty

**Professor Robert K. Faulkner**, Chairman of the Department  
A.B., Dartmouth College; A.B., Oxford University; A.M., Ph.D., University of Chicago

**Professor David Lowenthal**, A.B., Brooklyn College; B.S., New York University; A.M., Ph.D., New School for Social Research

**Professor Marvin C. Rintala**, A.B., University of Chicago; A.M., Ph.D., Fletcher School of Law and Diplomacy

**Professor Robert Scigliano**, A.B., A.M., University of California at Los Angeles; Ph.D., University of Chicago

**Professor Peter S.H. Tang**, A.B., National Chengchi University; A.M., Ph.D., Columbia University

**Associate Professor Gary P. Brazier**, B.S., Southern Illinois University; Ph.D., University of Minnesota

**Associate Professor Christopher J. Bruell**, A.B., Cornell University; A.M., Ph.D., University of Chicago

**Associate Professor Donald S. Carlisle**, A.B., Brown University; Ph.D., Harvard University

**Associate Professor David A. Deese**, B.A., Dartmouth College; M.A., M.A.L.D., Ph.D., Fletcher School of Law and Diplomacy

**Associate Professor Dennis Hale**, A.B., Oberlin College; Ph.D., City University

**Associate Professor Donald L. Hafner**, A.B., Kalamazoo College; Ph.D., University of Chicago

**Associate Professor Marc K. Landy**, A.B., Oberlin College; Ph.D., Harvard University

**Associate Professor David R. Manwaring**, A.B., A.M., University of Michigan; Ph.D., University of Wisconsin

**Associate Professor Kay L. Schlozman**, A.B., Wellesley College; A.M., Ph.D., University of Chicago

**Associate Professor Susan M. Shell**, B.A., Cornell University; Ph.D., Harvard University

**Assistant Professor Constance G. Anthony**, B.A., University of California (Santa Cruz); M.A., Ph.D., University of California (Berkeley)

**Assistant Professor John T. Tierney**, A.B., Johns Hopkins University; Ph.D., Harvard University

**Instructor Eliza J. Willis**, B.S.F.S., Georgetown University; Ph.D. (cand.) University of Texas at Austin

### Program Description

Students majoring in Political Science are prepared for political and administrative careers, foreign service, law, journalism, graduate work, and teaching in the social sciences.

Requirements: Students majoring in the Department are normally to take Funda-



mental Concepts of Political Science (2 semesters) as the first course. At least 8 electives are to be taken, including one from each area: American Government, Comparative Government, Political Theory and International Politics.

## Course Offerings

### Core Courses: Introductory

Students may take only one of these sequences.

#### Po 024 Politics and Government in America (S: 3)

This course will serve as an introduction to American national political structures and processes. Topics covered include political parties, pressure groups, Congress, the Presidency, the bureaucracy and the Supreme Court. Attention will be given to contemporary political developments as they illustrate typical patterns of American politics. Note: Not open to students who have taken Po 061. Counts toward *Core requirement*.

Marie Natoli

#### Po 041-042 Fundamental Concepts of Political Science (F: 3-S: 3)

Introduction to the study of government systems, basic political concepts and political science as a scholarly discipline. For majors only. Counts toward *Core requirement*.

Constance Anthony  
Christopher Bruell  
Marc Landy  
The Department  
John Tierney  
Eliza Willis

#### Po 061 Perspectives on American Democracy: The Organization of Power (F: 3)

Po 061 and 062 are designed as a year-long sequence providing a complete and integrated introduction to the workings of American politics; however, either semester course may be taken separately if desired. Po 061 analyzes the American political system with particular attention to how constitutional structure and procedure operate to allocate power and influence among competing interests in society. Stress is on those aspects of the system that make it work the way it does, and on the moral pros and cons of both process and results. Counts towards *Core requirement*.

David R. Manwaring

#### Po 062 Perspectives on American Democracy: Major Issues of Public Policy (S: 3)

Public policies in selected areas (including monopoly control, labor-management relations, protection and promotion of civil rights, land and water management, social welfare, delivery of health and education services) will be surveyed. Examination of cultural, social and political factors will attempt to demonstrate how public policies are defined, resolved and administered, and by whom. For nonmajors. Counts towards *Core requirement*.

Marie Natoli

#### Po 071 Political Classics (F: 3)

A one-semester introduction to the study

of political matters through the careful analysis and discussion of several outstanding writings, ancient and modern. Special emphasis is given to the problem of determining the nature, aim and forms of political community. Readings will be drawn from Plato, Shakespeare, Machiavelli, Bacon, Locke, Lincoln, Marx, Churchill, Orwell. The class will divide into small discussion sections on Fridays. Counts towards *Core requirement*. Nonmajors only.

David Lowenthal

#### Po 075 Political Theory and Political Practice

Fundamental works of political theory (sometimes supplemented by works of political history and literature) will be studied for what they have to say about continuing political problems. Students will be responsible for careful reading of assigned texts, for participation in class discussion, and for frequent short papers based on the readings. In different years, readings may focus on a particular theme (for example, Reform and Utopia, Ethics and Politics, War and Peace).

Not offered 1985-86 Christopher J. Bruell

## Special Undergraduate Courses

#### Po 281 or 282 Individual Research in Political Science (F, S: 3)

One semester of research under the supervision of a member of the Department, culminating in a long paper or some equivalent. Permission of instructor required.

The Department

#### Po 291-292 Senior Honors Program in Political Science (F: 3-S: 3)

A year of individual research, culminating in a thesis. For selected senior majors. Time to be arranged jointly by each student and his or her advisor.

The Department

## Undergraduate Electives

Undergraduate seminars, listed at the end of each of the four fields, meet once a week and are limited to 20 students, primarily juniors and seniors.

## American Politics

#### Po 302 American National Government

This is a survey of American national government and politics. Among the topics treated are: the constitutional founding, Congress, the Presidency, the Supreme Court, political parties and elections, and civil liberties and equality. Open to students seeking an introduction to American government and politics who have not taken Po 024 or Po 061 or advanced courses in general American politics. Counts toward *Core requirement*. Not offered 1985-86.

Robert Scigliano

#### Po 303 The Modern Presidency (F: 3)

An investigation of the development of the Presidency in the Twentieth Century. Special attention will be given to the manner in which the activist presidents from Franklin Roosevelt to Ronald Reagan have attempted to reconcile the role of domestic steward with that of world leader. Note:

Not open to students who have taken Po 304 or Po 317.

Marc Landy

#### Po 305 State and Local Government (F: 3)

Analysis of state constitutions, legislative, executive, and judicial organization and procedures; political parties, political interest groups and elections; state-local government relations; personnel, finance, and major functions.

Gary P. Brazier

#### Po 306 American Parties and Elections (S: 3)

A general survey of American political parties and elections. Investigation of such topics as minor parties, the life and death of party machines, the role of the media in political campaigns, the importance of money in politics, and changing political commitments and alignments will entail consideration of the issues, personalities and campaign tactics involved in recent elections. Emphasis will be placed on the role of parties in structuring political conflict and the role of elections in enhancing citizen control of political leaders.

Kay Schlozman

#### Po 308 Public Administration (S: 3)

This course will be devoted to an examination of the behavior of public administrative agencies at all levels of government, with a focus on the federal bureaucracy. Among the topics covered are: theories of organization and administration; leadership; communication; budgeting; administrative law; personnel practices; public unionism. Among the major themes of this course are the following: Is there an American science of administration? What is the relationship between a country's administrative culture and its political culture? What is bureaucracy for, and where did it come from? Are the sins of bureaucracy inevitable, or can bureaucracy be reformed to make it easier to live with?

Dennis Hale

#### Po 309 Congress and the Legislative Process (F: 3)

The course examines the U.S. Congress from an institutional perspective. Major points of emphasis include: the historical evolution of the Congress and its principal institutional changes; the political environment in which Members of Congress operate (focusing on congressional elections and on legislators' relations with their constituents, with executive branch officials, and with representatives of organized interests). The course also examines the institutional structures and behavioral patterns that shape the legislative process: the leadership and the parties; the organization and operation of congressional committees; floor procedures and norms; the growth and professionalization of congressional staff; and the budgetary process. Finally, the course examines different perspectives on congressional policymaking.

John Tierney

#### Po 310 Politics and the Administration of Justice (S: 3)

Intensive treatment of legal, political and moral issues in the American system of criminal justice, with particular emphasis



on the constitutional rights of criminal defendants and various factors (congestion, plea-bargaining, etc.) which affect the viability of those rights. A discussion section will be run for graduate students, given sufficient demand.

*David R. Manwaring*

**Po 311 Urban Politics (F: 3)**

This is a general survey of the political institutions, decision-making processes, and public policies of urban areas. Among the topics treated are: the economic and political development of the urban community; the nature of political cleavage and conflict in urban areas; the institutions and decision-making processes of urban governments; the public policies of the cities; and an assessment of political alternatives for the governing of urban areas.

*Dennis Hale*

**Po 314 Federal Regulation (S: 3)**

The subject of this course is the various attempts by the federal government, dating from the beginning of our constitutional history, to regulate social and economic activities. The course contains a substantial historical component, since one of its goals is to understand how we got to where we are today. Specific subjects covered will include: economic regulation, including tariff policy and the promotion of domestic industry; regulation of the land, including the development of agricultural policy; regulation of the country's natural resources; regulation of business practices; regulation of the banking system; and regulation of social relations. We will examine the goals and motives of the regulators, and the means (mostly, but not exclusively, bureaucratic) which they have chosen to achieve their goals. The current controversy over the effectiveness of federal regulation will be carefully studied.

*Dennis Hale*

**Po 316 Topics in American Politics: The President, Congress and the War Power**

A study of the role of the President and Congress in foreign policy, particularly with respect to the use of military force. The course considers the intention of the Founding Fathers and political practice from the late eighteenth century to the present.

Not offered 1985–86

*Robert Scigliano*

**Po 317 American Presidency**

An examination of the American Presidency in the views and actions of major Presidents; in electoral politics; and in relations with Congress, the courts, and the executive bureaucracy. Special attention will be given to an analysis of styles of Presidential leadership. Not open to students who have taken Po 303 or 304.

Not offered 1985–86

*Robert Scigliano*

**Po 319 National Security Policy (F: 3)**

An analysis of basic security policy issues facing the United States in a nuclear world, with specific reference to such contemporary matters as current nuclear strategic policy, arms limitation, American military commitments abroad, and the relationship of the military to a democratic society. (Fulfills departmental distributional requirement in either American or International Politics.)

*Donald L. Hafner*

**Po 320 Debates on Civil Liberties**

Instructors will debate policy alternatives in the area of church-state relations, freedom of speech and press and defendant's rights. Historical, legal and philosophical materials are used to explicate these issues. Particular attention is paid to problems raised by school prayers, aid to church schools, obscenity, revolutionary political groups, and police interrogation and surveillance. A discussion section will be run for graduate students. Intensive Core course; not open to freshmen.

Not offered 1985–86

*David Lowenthal*

*David R. Manwaring*

**Po 321 American Constitutional Law (F: 3)**

The evolution of the American Constitution through Supreme Court decisions is studied, with emphasis on the nature and limits of judicial power, and the Court's special role as protector of individual rights.

*David R. Manwaring*

**Po 323 American Democracy (S: 3)**

*Prerequisite:* Open to students in the French Immersion Program.

A study of the origins, institutions, and principles of American democracy. The course will be conducted in French, including readings and examinations. Selections will be read from Fustel de Coulanges, *The Ancient City*; Montesquieu, *The Spirit of the Laws*; Hamilton and Madison, *The Federalist*; Tocqueville, *Democracy in America*; and current writing on American politics.

*Robert Scigliano*

**Po 325 Intergovernmental Relations**

An analytical survey of theories, institutions, and forces that shape the distribution and utilization of governmental power within the United States federal system. Particular attention given national-state-local relations and the emerging problems of area and administration.

Offered 1986–87

*Gary P. Brazier*

**Po 327 Politics and Policies in Metropolitan Areas**

An investigation of the politics and administration and characteristic problems of metropolitan areas. Special consideration given to the impact of shifting populations on such public policies as land use, housing, welfare, education, and law enforcement.

Offered 1987–88

*Gary P. Brazier*

**Po 329 American Political Ideas and Institutions (S: 3)**

The course has two themes: basic ideas underlying American political institutions, and defenses and critiques of those institutions. The first theme is examined in some of the writings of Jefferson and Lincoln, and the second theme is examined, more extensively, in *The Federalist* and works by Walter Bagehot, Woodrow Wilson, Charles Beard, and a contemporary author.

*Robert Scigliano*

**Po 330 The Politics of Health Care Policy (S: 3)**

This course examines the politics of national health care policy. We shall consider how and why health policy issues become

political issues and how federal health care policy has developed programmatically over the past 35 years, focusing on: biomedical research, Medicare and Medicaid, health maintenance organizations, health planning and regulation, and hospital cost containment. In our examination of each program area, we shall concern ourselves principally with the politics of congressional action, but shall also examine the role of interest groups, presidents, and executive agencies in shaping these policies.

*John Tierney*

**Po 332 The "Great Rights": The First Amendment and American Democracy**

Intensive consideration of two distinctly American contributions to modern politics: the free and open forum of discussion implicit in the guarantees of freedom of speech and press; and the secular state arising out of the establishment and free-exercise clauses. While primary emphasis is on the evolution of the constitutional principles through Supreme Court decisions, attention will also be devoted to political and social impact of these principles and recent political controversies which they have fostered.

Not offered 1985–86 *David R. Manwaring*

**Po 336 Pressure Groups: Organized Interests and American Democracy (F: 3)**

This course will examine the nature and activities of the thousands of private organizations—corporations, trade associations, unions, professional associations, environmental and consumer groups, civil rights groups, and others—that are involved in Washington politics. Among the topics discussed will be the kinds of interests represented by organizations in the capital, the resources they mobilize for political action, the relations between the rank and file and the leaders of organizations, the techniques used to influence policy outcomes, the changing nature of pressure politics in Washington (including PACs and direct mail fundraising) and the impact of pressure politics on the way we are governed. Extensive use will be made of actual case material including the politics of Medicare, cigarette advertising, and women's rights.

*Kay L. Schlozman*

**Po 337 Judicial Process**

A study of the American judicial process from the initiation of cases to their final determination. Special attention will be given to the tensions between the judiciary and the other branches of government and, consequently, to the question of the proper place of judges in a democratic political system.

Not offered 1985–86

*Robert Scigliano*

**Po 340 Public Policy (S: 3)**

This course will examine public policymaking in America from both an analytic and developmental perspective. It will look at each of the great waves of policymaking which have occurred in this century and determine the relationship which each has had to contemporary problems and politics.

*Marc Landy*

**Po 341 20th Century American Political Thought (F: 3)**

This course will examine the works of sev-



eral American writers of our century who have had interesting things to say about politics in general, or about American politics in particular. Some of the authors studied will be philosophers, some will be essayists, and some will be novelists. The menu is subject to last minute changes, but some of the writers to be considered will be Henry Adams, Josiah Royce, Herbert Croly, Louis Hartz, and Hannah Arendt.

*Dennis Hale*

**Po 343 Politics and Inequality**

This course will consider the nature of political and social inequality and its relation to politics. Various bases of inequality—race, sex, class, age, caste—will be discussed. The course will also examine political demands for equality and the ways in which modern governments intervene in society to promote equality. Although illustrative materials will be drawn mainly from American politics, other nations—traditional and modern—will be discussed as well.

Not offered 1985–86 *Kay L. Schlozman*

**Po 344 American Legal System**

A comprehensive survey. Topics include: historical origins and basic philosophy; American courts and legal procedure; lawyers and the legal profession; modern comparisons (Britain and France); legal reasoning (common law precedent, statutory interpretation); some substantive manifestations (torts, contracts, property); and current weaknesses and unsolved problems (congestion and delay, legal ethics, etc.).

Offered 1986–87 *David R. Manwaring*

**Po 348 Representation/Citizenship**

These two topics of American politics will be the subjects of intensive examination, with about half the term being given to each. In the study of representation we will be interested in elective democracy and participatory (direct) democracy and in nonelective forms of representation such as bureaucratic and judicial representation. The study of citizenship will be concerned with the meaning of citizenship, how citizenship is gained and lost and the differences between citizens and aliens.

Not offered 1985–86 *Robert Scigliano*

**Po 350 The Press and the Presidency (F: 3)**

The focus of this course is the relationship between the presidency and the press. The perspective is the means by which presidents attempt to communicate with the people, to inform and shape public opinion. The goal is an understanding of how these two powerful and important institutions interact. When appropriate, the course will draw upon current White House activities and press coverage. Students will be expected to read at least one newspaper each day in addition to the assigned readings. Guest lecturers with personal experience in the White House and/or the press will be a part of the course.

*Jody Powell*

**Po 352 Urban Politics Seminar (F: 3)**

Seminar in Political Biography. This seminar will study urban politics by studying the lives of city politicians, as recorded in biographies and autobiographies. Primarily these will be studies of mayors, but some

lesser office-holders (aldermen, ward leaders, etc.) and some higher office-holders (governors) will be included for comparison. The study of political biography will provide an opportunity to study the motives, personalities, and careers of politicians at the level of local government; the cities themselves; and the institutional and political framework of city government. Subjects will include the following: James M. Curley of Boston; Al Smith, Fiorello LaGuardia, Robert Wagner, John Lindsay, William Tweed, and Carmine DiSapio, all of New York City; Ed Crump of Memphis; Tom Pendergast of Kansas City; Cermak and Daley of Chicago; Huey Long of Louisiana; Richard Lee of New Haven; and Kevin White of Boston.

*Dennis Hale*

**Po 354 Public Administration Seminar**

*Prerequisite:* Po 308, Po 324, or permission of instructor.

This will be an advanced undergraduate seminar for those students wishing to pursue the subject of public administration beyond the introductory level. Among the topics to be considered are the following: the theory of administration; public administration as a government function and as a scholarly discipline; the nature of modern bureaucracy; the expanding apparatus of the central state; public budgets; recruiting and managing personnel in public agencies; and the distinctions among federal, state, and city administration. Readings will draw on case studies, scholarly journals, and the most recent books in the field.

Offered 1986–87 *Dennis Hale*

**Po 355 Internship Seminar: Policy and Administration in State and Local Government (F, S: 6)**

A program of study based upon work experience in legislative, executive, and administrative offices in Greater Boston. The formulation of policy, the nature of responsibility, and the role of bureaucracy in state and local communities will be examined with the help of public officials of those communities.

Juniors and seniors selected on the basis of fitness for assignment to public offices.

Given in both Fall and Spring *Gary P. Brazier*  
*Dennis Hale*

**Po 362 Political Economy and Public Policy (S: 3)**

This seminar examines the contribution of a selected group of contemporary economists to debates about the purposes of public policy and the appropriate means for achieving those purposes. Specific topics to be analyzed include: economic growth; regulation of business; planning; inflation; income redistribution and the public use of private incentives.

*Marc Landy*

**Po 363 Women in Politics**

In this seminar various aspects of women's experiences in political, economic and social life will be examined in order to understand how citizens who share common experiences and interests gain awareness of those interests and become a politically relevant force. Attention will be paid to the woman's movement both as it emerged during the 19th century and as it is developing today.

Not offered 1985–86 *Kay L. Schlozman*

**Po 364 The New Deal: A Transformation of American Politics and Public Policy**

This seminar examines the New Deal in terms of American political development. It includes an intensive examination of the specific political and policy developments and debates of the period and of the role of FDR's political leadership in shaping those developments.

Offered 1986–87 *Marc Landy*

**Po 366 Problems in Congressional Policymaking**

This seminar offers an intensive examination of the nature of policymaking in the contemporary Congress. Special attention will be paid to the ways in which recent changes in the institutional structure and political environment of Congress have affected the legislature's ability to enact effective policies. We shall consider the extent to which changes such as the decentralization of power in Congress have rendered it less capable of responding to broad national needs and less able to enact coherent or comprehensive legislation. We shall focus on the reasons for congressional hypersensitivity to outside pressures and on the consequences of the new entrepreneurial style of congressional policymaking.

Not offered 1985–86 *John Tierney*

**Po 368 Legislative Executive Policymaking (S: 3)**

This seminar focuses on the policymaking structures and processes of Congress and the executive institutions (agencies as well as the president). Our concern is to understand the distinctive contributions each institution has to make in the various stages of public policymaking, from the initial identification of problems to the implementation and evaluation of policies. We shall examine how the roles of each institution are shaped by internal characteristics and by constitutional and political factors. We shall also pay attention to the ways in which the roles and capacities of each institution differ from one policy area to another.

*John Tierney*

**Po 371–372 Women in Political and Governmental Careers (F: 6–S: 6 undergraduate; 6–3 graduate)**

A year-long program designed to encourage and educate women in the intricacies and realities of the political world and to develop the skills necessary to seek appointive or elective office and employment in local, state or national government. Entry into this special program is by permission of the instructor.

*Betty Taymor*

**Comparative Politics**

**Po 405–406 Politics in Western Europe (F: 3–S: 3)**

A comparative analysis of political thought, action, and organization in Germany, Sweden, and Switzerland. Serves as an introduction to the study of comparative politics. Intensive *Core course*; not open to freshmen.

*Marvin Rintala*

**Po 407 The Government and Politics of East Central Europe (S: 3)**

This course analyzes the political development as well as domestic and foreign poli-



cies of eight Communist-controlled countries of East Central Europe, namely, Albania, Bulgaria, Czechoslovakia, East Germany, Hungary, Poland, Romania, and Yugoslavia. Emphasis is placed on their Communist seizure of power, processes of Sovietization, as well as their relations among the Communist bloc countries and with noncommunist countries. Special attention is paid to the character of the Party and state, quality and standing of the leadership, as well as formulation and evolution of the political, military, economic, social and cultural policies.

*Peter S. H. Tang*

**Po 409 The Soviet Political System (F: 3)**

This course traces the Soviet state through its phases under Lenin, Stalin, Khrushchev and Brezhnev. The contemporary Soviet political system will be analyzed, with special emphasis on the role of the Communist Party and the problem of totalitarianism. Considerable attention will be devoted to the problems of social class, nationality, and dissent in a modern industrial polity.

*Donald S. Carlisle*

**Po 410 Government and Politics of China (F: 3)**

A survey of the ideological framework, historical development, organizational structure and operational techniques of contemporary Chinese political institutions. An analysis of the communist ideology, policies and instruments of power, including the Party, state, economic, social, military, and propaganda machines and such drives as the struggle against revisionism and the cultural revolution.

*Peter S. H. Tang*

**Po 412 Comparative Urban Politics**

A comparison of selected American and non-American cities with respect to their traditions, politics and problems.

Offered 1986-87

*Gary P. Brazier*

**Po 413 The Political Economy of Developing Countries (S: 3)**

This course concerns the strategies developing countries adopt to promote economic growth, and the impact these choices have on equality, liberty and basic needs. We will look at the way political conditions influence the choice of alternative strategies for economic development, and how economic choices in turn influence the course of political life. After discussing basic approaches to the study of economic and political development, we will turn our attention to comparing recent experiences in Brazil, China, and Taiwan. In addition, each student will choose a fourth country for individual research.

*Eliza Willis*

**Po 422 Crisis Politics: Violence, Revolution and War**

This course explores theories (philosophical, anthropological and biological) regarding the roots of violence, revolution and war. We will then analyze selected historical episodes, including French, Russian and Chinese Revolutions, the Nazi experience and "total war" in the twentieth century. Attention will also be given to the Vietnam episode and to events in America. Intensive Core course; not open to freshmen.

Offered 1986-87

*Donald S. Carlisle*

**Po 423 From Empires to Nations (S: 3)**  
Analyses of the emergence, maintenance and decline of the major imperial systems. The bureaucratic empires of antiquity, including the Chinese and Roman enterprises, will be treated. Modern continental empires such as the Austro-Hungarian and Russian will be dealt with, as well as the British and French overseas imperial experiences. Contemporary problems, including Soviet and American issues and the emergent nation-states of the so-called Third World, will be discussed.

*Donald S. Carlisle*

**Po 428 State and Society in Latin America (F: 3)**

This course explores the sources of political instability and change in Latin America. Why have some states proven so strong while others have appeared so weak? What kind of relationship exists between government and the wider society? In answering these questions, we will examine the roles of both elites (party politicians, officer corps, business leaders, Church hierarchy) and masses (peasants, industrial workers, squatters). We will also consider the impact of foreign intervention, revolutionary movements, and military dictatorship on stability and growth in the region.

*Eliza Willis*

**Po 434 Comparative Foreign Policy of Developed & Developing Nations (F: 3)**

This course analyzes the general processes and patterns of foreign policymaking and applies these to several country cases, including the special constraints and problems confronting small states. Emphasizes a variety of domestic and international political actors, as well as traditional foreign policymaking bureaucracies. Focuses on three major substantive units: energy and security (demonstrating the frequent inseparability of political economy and national security issues); foreign security policy; and foreign economic policy.

*David A. Deese*

**Po 436 African Politics (S: 3)**

The modern African state is examined in relationship to its precolonial traditional roots, European imperialism and the articulation of a structure of colonial rule, the development of political parties, the legacy of bureaucratic power, class and ethnic conflict, the pursuit of economic development, the growth of military government, the alternative of personalist rule, the possibility of revolution and the persistent challenge of external actors. The focus of this course is on the problem of state building in a context of cultural, social, economic, and political change.

*Constance G. Anthony*

**Po 441 Social Forces in Western European Politics (F: 3)**

Evaluation of the relative political significance of language, social class, generational and religious similarities and differences in Western Europe.

*Marvin Rintala*

**Po 442 The Political Institutions of Western Europe (S: 3)**

A comparison of the functions and forms of suffrage, electoral systems (single-member districts or proportional representa-

tion), parties and party systems, legislatures, executives, types of states (parliamentary or presidential, republican or monarchical) in Western Europe. The final institution considered will be the state.

*Marvin Rintala*

**Po 452 Topics in Latin American Politics (S: 3)**

The topics covered in this seminar vary from year to year. During the 1985-86 academic year we will discuss the recent attempts to reestablish democracy in Brazil, Argentina, Peru, and Chile. What constraints and opportunities for democracy are presented by the legacy of military rule and guerrilla movements, industrial growth and present financial conditions, the historical roles of labor unions and political parties, and by the vicissitudes of foreign intervention? Each of these will be considered in evaluating the prospect of these newly established democracies.

*Eliza Willis*

**Po 461 Power and Personality (F: 3)**

This seminar examines both the significance of personality in seeking, exercising, and losing power and the significance of seeking, exercising, and losing power for personality. Class discussion will focus first on certain analytical, including psychoanalytical, hypotheses about the relationship between power and personality, then on applying and testing these hypotheses in psychobiographies of particular powerful persons such as Woodrow Wilson, Winston Churchill, and Adolf Hitler, and finally on student research projects.

*Marvin Rintala*

**International Politics**

**Po 501 International Politics (F: 3)**

The nation-state system, its principles of operation and the bases of national power and policy are examined. This course serves as an introduction to the study of international politics.

*Donald L. Hafner*

**Po 504 International Politics of Europe: World War II to the Present (S: 3)**

A study of the main currents of international relations among European nations in recent decades, focusing particularly on the forces which brought about Europe's division into East and West and contemporary developments which now may be easing that division.

*Donald L. Hafner*

**Po 506 Soviet Foreign Policy (S: 3)**

In this course Soviet international behavior will be treated in terms of three sectors: (1) policy toward the West, (2) policy regarding noncommunist underdeveloped countries; (3) policy toward other communist states and nonruling communist parties. Topics such as the Comintern, Socialism in One Country, the Soviet Bloc, the Cold War, Peaceful Coexistence, and Polycentrism, as well as other contemporary international problems will be considered.

*Donald S. Carlisle*

**Po 507 International Communist Movement (F: 3)**

A survey of the theory and practice of the world communist movement as advocated and promoted by Marx, Engels, Lenin, Stalin, Mao, and Castro. An examination of the political, economic, social, and cultural transformation of the communist



countries, as well as the evolution and struggle of the communist parties. An inquiry into the prospects of the communist movement.

*Peter S. H. Tang*

**Po 509 International Organization (F: 3)**  
The study of international organization is the study of international cooperation. Multilateral relations amongst states have been structured with the assistance of international institutions. World order was a new idea in the nineteenth century when diplomacy was carried out largely through bilateral means. Today the call for greater international cooperation must be examined in the light of a century and a half of international institutional development. In this course a variety of perspectives will be examined—from the view that international organizations are captives of their member states to the notion that they are the basis for a future world government.

*Constance G. Anthony*

**Po 512 Sino-Soviet Relations (S: 3)**  
A study of the background and development of political, economic, strategic, social, and cultural relations between Russia and China, especially in the light of their changed regimes. Emphases are given to ideological issues between the Soviet and Chinese Communist Parties and the impact of their current disputes on the world.

*Peter S. H. Tang*

**Po 516 American Foreign Policy (S: 3)**  
This course will examine the distinctive ways in which the American public and policy-makers have understood and applied principles of international politics during our nation's history. The domestic political as well as the intellectual foundations of American international behavior will be studied.

*Donald L. Hafner*

**Po 522 Politics of the Third World: Communism, Nationalism and Modernization**

A study of the interaction of nationalism and cold war politics in the economic and political development of countries in Asia, Africa and Latin America. Subjects dealt with include the relevance (as seen by both sides) of communist ideology to problems of nation-building and development; indigenous movements such as pan-Africanism and pan-Arabism; Sino-Soviet competition for support from the national liberation movement; and the evolution of American, Soviet and Chinese policies toward selected countries such as India, Cuba, and the Congo, as well as local conflicts such as the Arab-Israeli confrontation.

Offered 1986–87

*Peter S. H. Tang*

**Po 525 Introduction to International Political Economy (F: 3)**

Reviews the three contending classical approaches to the study of international political economy: liberalism, Marxism and mercantilism. Focuses on international trade, finance and investment (the multinational corporation) and the underlying theory of international regimes. Extends these regimes to the fundamental and more political structure imposed by East-West and North-South relations. Demonstrates and integrates the key theory and trends from the course through applied

analysis of the continuing oil crisis and evolution in world energy markets.

*David A. Deese*

**Po 536 North-South Relations**

This course examines the role of the Third World in the international system. Topics include new trade regimes, the debt crisis, technology transfer, development assistance, labor migration, refugees, nuclear and conventional arms diffusion, guerrilla war, and civil intervention. Theories of imperialism, fundamental system change, and balance of power politics will be considered.

Offered 1986–87

*Constance G. Anthony*

**Po 538 Advanced Topics in International and Comparative Political Economy (S: 3)**

Offers students with prior coursework in international politics or political economy the opportunity to explore broad theoretical questions in international political economy. Applies emerging theory and modern history to the questions of America's international position in the rise and decline of empires and hegemonic nations; lessons from Dutch and British hegemony; extent of current U.S. decline and implications for peaceful change and war in the international system.

*David A. Deese*

**Po 539 On War (S: 3)**

A course on the causes, nature, and outcomes of international crises and war. Surveys classic and modern works, including the evolution of conflict in the nuclear age. Analyzes nations' approaches to formulating grand strategy. Focuses on causes of war at the individual, national and international levels. Reviews the role of arms control in grand strategy and in reducing the probability of conventional and nuclear war.

*David A. Deese*

**Po 555 The Politics of World Hunger (F: 3)**

The ability of a society to provide enough food for its members is an issue of fundamental social, economic, political, and moral significance. This seminar will consider hunger from each of these perspectives, but with the primary intent to assess how the political dimension affects and interacts with others. The question which will serve as the organizing principle of the seminar is—How do political factors determine the causes and remedies of the problem of world hunger. Topics to be addressed include: imperialism and the colonial state, state building in the Third World, the rise of urban constituencies and the marginalization of rural classes, the role of agriculture in the politics of industrialized societies, socialist and capitalist models of agricultural development, international scientific and technological cooperation, bilateral and multilateral aid, the use of food as a tool of foreign policy, agricultural products and international trade.

*Constance G. Anthony*

**Po 558 The State and the International System**

This seminar examines the impact of the nation/state upon international politics, and of diverse international systems upon the state. It considers European absolutism, democracy and socialism, personalism in the Third World, war, imperialism, revolution, international cooperation, nation-

alism and economic dependence and interdependence. The perspectives and theoretical traditions of both comparative and international politics will be addressed.

Not offered 1985–86 *Constance G. Anthony*

**Po 561 Theory in International Politics (S: 3)**

An advanced seminar which explores the limits and possibilities of theory and analytical methods in international politics. Surveys the process of research and progress in the social sciences. Reviews history of international studies. Focuses on theories about international systems and interaction among states, international regimes, and multinational corporations, and on theories about states and leaders. Reviews promising avenues of research and theory building.

*David A. Deese*

**Political Theory**

**Po 601 Introduction to History of Political Philosophy**

An introduction to the history of political philosophy. Readings will include works of Plato, Aristotle, Aquinas, Machiavelli, Hobbes, Locke, Rousseau and Nietzsche.

Not offered 1985–86

*Susan Shell*

**Po 604 Problems of Liberal Society (S: 3)**

Readings from political theorists, statesmen, Supreme Court justices and novelists about such problems as: 1) the nature and limits of liberty; 2) the meaning of equality; 3) the use of force in international affairs; 4) the status of virtue.

*David Lowenthal*

**Po 606 Foundations of Modern Political Philosophy (F: 3)**

An introductory consideration of a few seminal works that have shaped subsequent theories and, to some extent, modern civilization. Readings for 1985–86 will be drawn from works of Machiavelli, Bacon, Montesquieu, Locke, Burke, and Nietzsche.

*Robert K. Faulkner*

**Po 609 American Political Thought**

A study of the fundamentals of American politics, as revealed in the speeches and writings of statesmen and commentators. Readings will be drawn from the works of Benjamin Franklin, Alexander Hamilton, John Calhoun, Abraham Lincoln, Frederick Douglass, Woodrow Wilson, F. D. Roosevelt, and selected contemporary figures. A graduate section may be offered.

Not offered 1985–86

*Robert K. Faulkner*

**Po 612 Political Philosophy of Plato**

A study of Plato's view of the best form of government—what are its chief features; how would such a society differ from ours; what can we learn from Plato's treatment about the effect of politics on our lives? Reading: Plato's *Republic*

Not offered 1985–86 *Christopher J. Bruell*

**Po 615 Socrates and Athens**

A reading of some of the first-hand accounts of Socrates' activity as the first political philosopher. What questions were of concern to him, and how did his examination of those questions bring him into conflict with Athens and set him on the



course that led to his trial and execution? Readings drawn from the dialogues of Plato, the Socratic works of Xenophon, and (occasionally) the plays of Aristophanes. No previous background in political theory is required.  
Not offered 1985–86 *Christopher J. Bruell*

**Po 616 Modern Political Theory**

An examination of some major works of political philosophy from the period of Rousseau to the present, concentrating on the emerging critique, from both the right and the left, of modern liberal democracy. Readings will be drawn from the works of Rousseau, Kant, Comte, Marx and Nietzsche.  
Not offered 1985–86 *Susan Shell*

**Po 617 Introduction to the Philosophy of Law**

An introduction to philosophical thought about the law. The course will begin with consideration of the debate about the relations between law and morality and about the possibility of permanent standards in law and politics; several readings on these problems will be drawn from the works of writers influential in contemporary thought, politics and law. The major part of the course will be devoted to study of these same problems as they are discussed in several of the classic works of political philosophy.  
Not offered 1985–86 *The Department*

**Po 619 Fundamentals of Classical Political Philosophy**

An introductory course which examines some of the most famous works of classical political philosophy (especially Aristotle's *Ethics* and *Politics*) to see how they address the basic problems of politics: what are the characteristics of the various forms of government and which one is best; what is justice; what are the causes of revolution; what is the relation between politics and the quality of life; what are the strengths and weaknesses of democracy; and so on.  
Not offered 1985–86 *Christopher J. Bruell*

**Po 621 Topics in Classical Political Philosophy (F: 3)**

Readings will be chosen for their relation to one or more central themes, for example: modern criticisms of classical political philosophy (Machiavelli); war and peace (Thucydides); education and political leadership (Xenophon, Aristophanes, Plato); politics and literature (Homer, Euripides, Aristophanes). No previous background in political theory is required.  
Topic for 1985–86: Education and Political Leadership

*Christopher J. Bruell*

**Po 627 Shakespeare's Political Wisdom I (F: 3)**

Tragedy and Comedy; *Hamlet*, *King Lear*, *Macbeth*; *Midsummer Night's Dream*, *Measure for Measure*, *The Tempest*.

*David Lowenthal*

**Po 628 Shakespeare's Political Wisdom II (S: 3)**

Rome and England: *Coriolanus*, *Julius Caesar*, *Antony and Cleopatra*; *King John*, *Henry IV*, *Henry V*, *Richard III*. (May be taken separately from Po 627.)

*David Lowenthal*

**Po 631 Ethics and Politics**

To what extent can or should moral considerations govern political calculations? This is a perennial question, most visible just now in disputes between hard-headed realists, who calculate as to balances of power and national interest, and concerned idealists, devoted to human rights and peace. Readings will be drawn from contemporary disputes, and from writings of Machiavelli, Bacon, Nietzsche, Xenophon, and others.  
Not offered 1985–86 *Robert K. Faulkner*

**Po 634 Contemporary Political Theory**

A consideration of 20th Century political theory with special attention to Nietzsche and his legacy.  
Not offered 1985–86 *Susan Shell*

**Po 638 Political Idealism**

This course will examine the meaning of idealism in modern politics. Readings will include topical selections and works by such authors as Kant, Thoreau and Weber.  
Not offered 1985–86 *Susan Shell*

**Po 654 The Political Philosophy of Hegel (F: 3)**

Undergraduate seminar. A close reading of Hegel's *Philosophy of Right* with special attention to such topics as community, war and peace, and the nature and limits of justice. Some background in political theory or philosophy is recommended.

*The Department*

**Po 660 The Thought of Mao Tse-Tung (S: 3)**

A seminar analyzing Mao Tse-Tung's political, economic, social, cultural, and military philosophy in his adaptation to and development of Marxism-Leninism for class struggle and world revolution, with emphasis on its theoretical formulations as well as its application at home and influence abroad.

*Peter S. H. Tang*

**Po 664 Political Argument**

What must one keep in mind to speak and write in a political fashion—and what sacrifices of truth and candor might be required? This seminar examines such questions by considering two models: certain famous American speeches (by Washington, Jefferson, Lincoln, and F.D. Roosevelt), and a classic text, Aristotle's *Rhetoric*.

Not offered 1985–86 *Robert K. Faulkner*

**Po 666 Politics, Art and Literature: The Russian Experience (S: 3)**

Central attention in this seminar is directed to the role of the intellectual, especially the writer and artist, in Russian and Soviet history. The interaction of culture and politics will be examined. The unfolding of the Russian political mind will be traced through Muscovy, the Tsarist and Soviet periods. Major focus in the course, will be on the emergence and transformation of the Russian intelligentsia as reflected in political thought, literature, and the arts.

Some of the individuals who will be dealt with are: Rublov, Pushkin, Dostoyevsky, Tolstoy, Gorky, Lenin, Trotsky, Zamiatin, Eisenstein, Pasternak, and Solzhenitsyn. (Not open to those who have taken Po 416.)

*Donald S. Carlisle*

## Psychology

### Faculty

**Professor Joseph R. Cautela**, A.B., Boston College; A.M., Ph.D., Boston University

**Professor Marc A. Fried**, Director of Psycho-Social Studies  
B.S., City College of New York; Ph.D., Harvard University

**Professor Murray Horwitz**, B.S.S., College of the City of New York; Ph.D., University of Michigan

**Professor William Ryan**, A.B., Ph.D., Boston University

**Associate Professor Daniel J. Baer**, A.B., LaSalle College; A.M., Ph.D., Fordham University

**Associate Professor Ali Banuazizi**, B.S., University of Michigan; A.M., The New School for Social Research; Ph.D., Yale University

**Associate Professor Norman H. Berkowitz**, A.B., University of Massachusetts at Amherst; A.M., Ph.D., Boston University

**Associate Professor Donnan Canavan-Gumpert**, A.B., Emmanuel College; Ph.D., Columbia University

**Associate Professor Randolph Easton**, Chairman of the Department  
B.S., University of Washington; A.M., Ph.D., University of New Hampshire

**Associate Professor Peter Gray**, A.B., Columbia University; Ph.D., Rockefeller University

**Associate Professor Marianne LaFrance**, A.B., University of Windsor; A.M., Ph.D., Boston University

**Associate Professor G. Ramsay Liem**, A.B., Haverford College; Ph.D., University of Rochester

**Associate Professor Michael Moore**, A.B., A.M., Ph.D., Harvard University

**Associate Professor Michael Numan**, B.S., Brooklyn College; Ph.D., University of Chicago

**Associate Professor Michael Saks**, B.S., Pennsylvania State University; A.M., Ph.D., Ohio State University

**Associate Professor Ellen Winner**, A.B., Radcliffe College; Ph.D., Harvard University

**Assistant Professor William M. Nasby**, B.A., Brown University; Ph.D., Harvard University

**Assistant Professor M. Jeanne Sholl**, B.S., Bucknell University, M.S., Idaho State Univ., A.M., Ph.D., Johns Hopkins University

**Assistant Professor Joseph J. Tecece**, A.B., Bowdoin College; M.A., Ph.D., Catholic University of America

### Program Description

The undergraduate program in Psychology is designed to meet the needs of three classes of students: a) those who wish a sound cultural background in the study of behavior; b) those who wish to acquire a thorough undergraduate training in psy-



chology, as majors, in anticipation of professional graduate study; and c) those who wish a basic understanding of human behavior as a supplement to some other major field of concentration.

The Psychology Department urges its majors to seek Psychology faculty advisement prior to each University Registration period and Psychology faculty provide expanded office hours for this purpose.

Students majoring in Psychology must meet the following requirements:

1. Introduction to Psychology, taken as soon as possible after entering the major. These courses—Introductory Psychology I (Ps 073) and Introductory Psychology II (Ps 074)—may be taken in either order.
2. Statistics (Ps 190) in their second or third year.
3. One of the various research practica in either their third or fourth year. (See 300 level courses, below.) Each research practicum course satisfies the Departmental research methods requirement. Under the supervision of the faculty member, students will be expected to complete a research study or a more limited series of research exercises. Through such activities, students will participate in hypothesis development and testing, the development of a research design, the construction and/or application of measurement procedures, data analysis, and the reporting of research findings. Course requirements include writing a research proposal and a final research report. In addition, all students will either participate in or attend a Psychology Department Research Conference at the end of each semester. Although the practicum courses all share these learning objectives, the substantive theoretical focus of each differs to permit the student to engage in research in an area of high interest. Each practicum presumes knowledge of theories relevant to its special focus. For this reason, different prerequisites are specified for each. Classes will be limited to twenty.
4. At least one elective from the following: Learning Theories (Ps 144), Perception (Ps 143), Physiological Psychology (Ps 150), Cognitive Psychology (Ps 147), Evolution of Behavior (Ps 270), or Sensory Psychology (Ps 140).
5. At least one elective from the following group: Personality Theories (Ps 101), Social Psychology (Ps 131), Social Structure and Behavior (Ps 121), Developmental Psychology (Ps 136), or Abnormal Psychology (Ps 139).
6. Two additional electives, for a minimum of eight Psychology courses. Courses designed primarily for nonmajors (those with numbers below 070) are *not* to be included among the eight counted toward a major.
7. In addition, Psychology majors must take two departmentally approved courses in mathematics (Mt 004–005, Mt 014–015, Mt 100–101, or any Mt course above Mt 100–101) and two courses with laboratories in either Biology (Bi 110–112, Bi 200–202, Bi 130–132), Chemistry (Ch 131–132, Ch

109–110) or Physics (Ph 111, 112, 183, 184; with lab 101, 102).

To majors who wish to focus their Psychology curriculum on one of the following areas, the following concentrations are available:

#### *Psychology/Management*

Psychology faculty advisor: Dr. Norman Berkowitz

#### *Psychobiology*

Psychology advisors: Drs. Peter Gray and Michael Numan

#### *Speech Science*

Psychology advisor: Dr. Randolph Easton

In addition, students have the opportunity to undertake a five-year, joint Psychology/Social Work Master's degree program. Psychology faculty advisor: Dr. Michael Moore.

Interested students may obtain basic informational material from the Psychology main office, McGuinn 300–301.

### Psychology Course Numbering

- 000–009 Courses for nonmajors which **DO NOT** satisfy University Social Science Core requirements and **DO NOT** provide credit toward completion of the Psychology major.
- 010–069 Courses primarily for nonmajors which satisfy University Social Science Core requirements but **DO NOT** provide credit toward completion of the Psychology major.
- 070–599 Courses primarily for undergraduate Psychology majors. These courses **DO NOT** satisfy University Social Science Core requirements for nonmajors.
- 600–699 Courses open to advanced undergraduate and graduate students.
- 700–above Graduate level courses.

### Regarding the University Social Science Core Requirement:

**Nonmajors** may fulfill the University Social Science Core requirement with any Psychology course with a number between 010 and 069. These are the **only** Psychology courses which fulfill the nonmajor Core requirement.

**Psychology majors** fulfill the University Social Science Core requirement by virtue of their completion of the Psychology major.

### Course Offerings

#### **Ps 005 Applications of Learning Theory\*** (F, S: Pass/Fail)

*Prerequisite:* The course is a practicum designed to provide students with strategies to improve their analytical thinking and performance in academic course work. The course presents methods based on research in the psychology of learning. Practice in thinking skills is supplemented with related theoretical readings. Because of federal funding restrictions, course enroll-

ment is limited to students who meet federal guidelines for the program.

*Daniel Bunch*

*Ann Clenott*

*Marcia Heiman*

*Ramsay Liem*

\*This course **DOES NOT** satisfy University Social Science Core requirements and **DOES NOT** provide credit toward completion of the Psychology major.

### Core Courses

These courses satisfy the University Social Science Core requirement for nonmajors. They may also be taken by majors but do not satisfy any of the requirements for the Psychology major. Each course is designed to achieve considerable breadth of coverage organized under a guiding theme.

#### **Ps 010 Major Themes in Psychological Thought** (F, S: 3)

Since man began to think, he has been striving to understand Man. This course addresses a few of the major, enduring issues in this quest. Topics will be selected from such issues as:

—How does the mind affect the body? OR is there a “mind?”

—Is man best understood as an individual creature or as a social being? As a species or as a specimen?

—Is man moved mostly by what is *inside* (genes, instincts, “complexes”) or what is *outside* (rewards, punishments, life events, reactions of others)?

—What is “normal,” what is “abnormal?”

—What do we mean by “insanity?”

Three instructors, with different backgrounds and areas of specialization, will teach the course jointly, approaching the issues both historically and in relation to contemporary psychological theory and research.

*Ali Banuazizi*

*William Ryan*

*Ellen Winner*

#### **Ps 039 Psychological Perspectives on Social Justice** (F: 3)

This course will combine an examination of psychological research and theory on justice with experience in settings attempting to help potential and actual victims of injustice (elderly, homeless, prisoners, etc.). A Pulse course.

*Margaret Gorman*

#### **Ps 048 Psychology and Law** (F: 3)

The relationship between the scientific study of behavior and the institution which formally organizes and controls human social relations is examined from three perspectives: psychological research on legal process, contributions of psychological knowledge to understanding social problems with which the law deals, and legal regulation of the science and profession of psychology. Included is a consideration of the similarities and differences between the assumptions, functions, and methods of these two enterprises. Examples of specific topics include: jury decision-making, behavior of lawyers, judicial decision-making; evidence; legislative and executive behavior; violence, aggression and criminality; social change of and by the law; mental health law.

*Michael J. Saks*



**Ps 050 Idea of Insanity (F, S: 3)**

A lecture course, suitable for persons with no previous background in psychology. An overview of the widely differing conceptions of emotional disorder in human society; the different notions of causation, from possession by the Devil to possession by the Id; genetic, moral, social and medical views of the phenomenon of disordered behavior and of the appropriate methods of treating such behavior. Historical, literary, sociological, and psychiatric, as well as psychological material will be reviewed.

*William Ryan*

**Ps 055 Fundamentals of Humanistic Psychology (S: 3)**

An overview of the philosophical and psychological roots of humanistic psychology together with a critical examination of the theories and research of its chief representatives: Rollo May, Abraham Maslow, David Bakan, Carl Rogers, Robert Assagioli, etc.

*Margaret Gorman*

**Ps 058 Inequality: Psychological and Social Consequences (F: 3)**

This course will examine contemporary forms of inequality and their effects on human behavior. Inequality will be considered in its many different types: economic, political, social, psychological, and the ways in which these operate for class differences, ethnic differences, and sex differences. Particular attention will be devoted to the ways in which these inequalities are stable or can be modified by social mobility. Emphasis will also be given to the ways in which these phenomena affect the daily lives of people at all status positions in residence, community, family, work, interpersonal relations, and personality development.

*Marc A. Fried*

**Ps 062 The Psychobiology of Mental Disorders (F, S: 3)**

The abnormal behaviors characteristic of mental disorders are described and discussed with respect to psychological and biological origins and treatments. Students are instructed in a relaxation technique.

*Joseph Tecce*

**Majors' Courses**

The following courses may be taken by both majors and nonmajors who have fulfilled the appropriate prerequisite, however they do not satisfy the University Social Science Core requirements for nonmajors.

**Note:** Courses are listed within general categories, (General, Biopsychology, Cognitive Processes, Developmental Psychology, Personality and Clinical Psychology, Social Psychology, and Tutorials), and appear numerically within each category.

**General****Ps 073 Introductory Psychology I (F, S: 3)\***

This course provides an introduction to experimental psychology and biopsychology. The following topics will be presented: scientific methodology, sensation and perception, physiological psychology, behavioral development, learning and memory, cognitive psychology, evolution and genetics of behavior, animal behavior,

motivation and emotion. **This course does not satisfy the University social science Core requirement for nonmajors.**

*Arthur Blumenthal*

*Michael Numan*

*Jeanne Sholl*

**Ps 074 Introductory Psychology II (F, S: 3)\***

An introduction to Psychology as a behavioral science, both theoretical and applied. Considers such topics as child development, personality, social psychology, abnormal behavior and mental health. **This course does not satisfy the University social science Core requirement for nonmajors.**

*Donnah Canavan*

*Michael Saks*

*Karen Schneider-Rosen*

**\*The introductory courses (Ps 073 and Ps 074 may be taken in either order.**

**Ps 190 Statistics (F, S: 3)**

This course will present an introduction to those elementary statistics essential to the conduct of scientific research. Topics will include basic probability, the normal distribution, standard scores, estimation of hypothesis testing, t-scores, chi-square, analysis of variance, and simple correlation and regression.

*For majors only.*

*Norman Berkowitz*

*Peter Gray*

*Jeanne Sholl*

**Ps 606 Experimental Design and Statistics (F: 3)**

*Prerequisite:* An undergraduate statistics course

This course focuses primarily on the design of research experiments and the inferential statistics used to assess their results. Analysis of variance techniques will be emphasized which assess the main and interactive effects of multiple independent variables on single dependent variables.

*Randolph D. Easton*

**Ps 608 Multivariate Methods Statistics (S: 3)**

*Prerequisites:* Ps 606; consent of instructor  
The "general linear model" provides a unifying theme throughout the course and highlights the relationships and similarities between a diverse range of univariate and multivariate statistical techniques and methods. More specifically, the course extends the "general linear model" of estimating parameters and testing hypotheses from the univariate to the multivariate case. Topics include: the summary of raw and transformed multivariable data, multiple correlation and regression, canonical correlation, principal components, analysis of variance (with equal and unequal subclass frequencies), analysis of covariance, discriminant analysis, and step-down analysis. Applications of multivariate techniques and methods to *conceptualize* research questions receive special emphasis.

*William Nasby*

**Ps 621 History and Theories of Psychology (F: 3)**

Survey of the philosophical roots and development of psychological thought from the Grecian and Medieval periods to the present. Emergence of science in the post-Renaissance period and the contributions of Descartes, Locke, British Empiricists and Associationists to the evolution of psy-

chological theory. Review of major developments in nineteenth-century physiology, Darwin's evolutionary theory and its consequences for psychology, and the emergence of psychology as an independent discipline in Germany and the United States. The rise and demise of the major systematic positions in psychology—Structuralism, Functionalism, Gestalt, Behaviorism and Psychoanalysis. Overview of current theoretical developments and controversies in psychology. Undergraduates who desire to take this course must first obtain the permission of the instructor.

*Ali Banuazizi*

**Biopsychology****Ps 140 Sensory Psychology (S: 3)**

*Prerequisite:* Ps 073

Visual, auditory, and haptic (touch) perception will be considered from a sensory or receptor-function level of analysis. The nature of different physical energies as well as the physiology of the eyes, ears, and limbs will be discussed as major topics. Lectures will be supplemented with demonstrations and experiments.

*Randolph Easton*

**Ps 150 Physiological Psychology (F: 3)**

*Prerequisite:* Ps 073 or Bi 111–112 or Bi 211–212

This course presents an introduction to the physiological basis of behavior. Basic neuroanatomy and neurophysiology will be presented first. Using this background, the physiology of (a) motor processes, (b) sleep and arousal, (c) motivation and (d) psychopharmacology will be discussed. The course emphasizes basic rather than complex behavioral processes because this is where our understanding of the brain mechanisms involved is most advanced.

*Michael Numan*

**Ps 301 Research Methods Practicum: Physiological Psychology (S: 3)**

*Prerequisite:* Ps 150

Students will conduct experiments in the general area of animal behavior, with particular emphasis upon the neural regulation of behavior in laboratory rats. All of the projects will involve behavioral testing, and most will also involve surgery.

*For majors only.*

*Michael Numan*

**Cognitive Processes****Ps 143 Perception (F: 3)**

*Prerequisite:* Ps 073; *Recommended:* Ps 140

The goal of this course is to account for the nature of our conscious, perceptual experience of the environment. Two major approaches to perceptual theory—Helmholtzian constructive inference vs. Gibsonian direct detection—will be compared and contrasted by considering major perceptual phenomena. Discussion topics will emphasize visual perception and will include perceptual constancy, perceptual ambiguity, perceptual illusion, intersensory integration, and the distinction between perception and mental imagery. In addition, a developmental approach to understanding perception will be stressed in later stages of the course.

*Randolph Easton*

**Ps 144 Learning Theories (S: 3)**

*Prerequisite:* Ps 073

An analysis of contemporary learning the-



ories as they relate to basic problems in learning. Some laboratory work will be involved.

*Joseph Cautela*

### **Ps 147 Cognitive Psychology (F, S: 3)**

*Prerequisite:* Ps 073

An information processing approach to perception and thought will be covered. It will be assumed that information from the environment is processed and transformed by the mind in order to control complex human behavior. Topics to be discussed will include perception contrasted with receptor stimulation, encoding processes, attention, memory, problem solving, concept formation, altered states of consciousness, and the functionally split brain of man.

*Michael Moore*

*Jeanne Sholl*

### **Ps 183 The Future of Consciousness (F: 3)**

*Prerequisite:* Ps 074

An examination of the nature of consciousness from both eastern and western traditions. Selected topics include: the evolution of consciousness, body consciousness, meditation, telepathy, psychokinesis, clairvoyance, survival phenomena, magic, and ways of psychospiritual growth. Field trips, films and guest speakers will be an integral part of the course.

*Daniel Baer*

### **Ps 184 Techniques of Behavior Control (S: 3)**

*Prerequisite:* Ps 074

An applied oriented course with emphasis on psychological principles that significantly influence behavior. Topics include: conditioning and habit control, brainwashing, religious conversion, cults, hypnosis, healing and biofeedback. Field trips, films and guest speakers will be an integral part of the course.

*Daniel Baer*

### **Ps 251 Psychology of Language (S: 3)**

*Prerequisite:* Ps 073

This course examines the processes by which children acquire a first language. The course will focus on normal language development, but will also consider language disorders in childhood and possible language capacities in nonhuman primates.

*Ellen Winner*

### **Ps 263 Special Topics in the Psychology of Consciousness (S: 3)**

*Prerequisite:* Ps 183

An advanced level study of states of consciousness. Topics include: the mind-body problem, theories of consciousness, the highest states of consciousness, myths, the physics of consciousness, alternate realities and the nature of personal reality.

*Daniel Baer*

### **Ps 302 Research Methods Practicum: Perception (S: 3)**

*Prerequisite:* Ps 143 or Ps 147

Students will be divided into four groups. Each group will conduct a complete experiment dealing with an important issue in perceptual psychology. Facets of the experimental process with which students will be involved include design, construction of apparatus and stimulus materials, data collection, data analysis and technical report writing. A range of *feasible* research topics will be discussed at the outset of the course and students will be allowed to rank-order their first three preferences.

Formation of groups will occur on this basis.

*For majors only.*

*Randolph Easton*

### **Ps 311 Research Methods Practicum: Cognitive Processes (F: 3)**

*Prerequisite:* Ps 143 or Ps 147

In this course students will acquire "hands on" experience in conducting research on substantive issues within the field of cognitive psychology. Research will focus on an analysis of the mental structures and processes that underlie complex human behaviors. Working in small groups, students will be involved in all phases of the research process which includes formulating the research problem, designing an experiment that addresses the problem, collecting and analyzing the data, and writing up a report of the research in a paper suitable for publication. It is highly recommended that students have completed Ps 190 before taking this course.

*For majors only.*

*Jeanne Sholl*

## **Developmental Psychology**

### **Ps 136 Developmental Psychology (F: 3)**

*Prerequisite:* Ps 073 or Ps 074

General psychological issues as they relate to the developing child. Topics within the areas of personality, social, and cognitive development will be considered along with the theoretical and practical implications of studying age differences in behavior.

*Michael Moore*

### **Ps 234 Advanced Developmental Psychology (S: 3)**

*Prerequisite:* Consent of the professor  
Recommended for juniors and seniors. An intensive analysis of issues in developmental psychology, including infancy, motivation, and cognition. The student will be responsible for a class presentation in an area of his/her choice.

*Michael Moore*

### **Ps 305 Research Methods Practicum: Developmental/Cognitive (S: 3)**

*Prerequisite:* Ps 136 or Ps 147

Designed to help students achieve an understanding of the logic of psychological research through the hands on experience of designing and conducting a psychological experiment and critically interpreting the results. The research will focus on issues related to the developing child and human thinking. Opportunities for developmental research will depend, in part, upon the availability of subjects.

*For majors only.*

*Michael Moore*

### **Ps 313 Research Methods Practicum: Language and the Arts (F: 3)**

*Prerequisite:* Ps 136 or 147 or 251 or 258 or consent of the instructor

Research will be conducted in two areas: language understanding and sensitivity to the arts (the visual arts, music, and literature). Research projects can be carried out with children and/or with adults. Research topics may include: Can listeners detect when a melody shifts from major to minor? Do children detect unbalanced paintings as unbalanced? Can children (or adults) perceive moods expressed in paintings? What kinds of cues do we use to detect sarcasm and distinguish it from a lie? Primary emphasis will be on the experimental method.

*For majors only.*

*Ellen Winner*

## **Personality and Clinical Psychology**

### **Ps 101 Personality Theories (F, S: 3)**

*Prerequisite:* Ps 074

A basic course introducing students to a variety of theoretical approaches to the understanding of character and personality.

*Donnah Canavan*

### **Ps 139 Abnormal Psychology (F, S: 3)**

*Prerequisites:* Ps 073 or Ps 074

*Recommended:* Ps 101

Beginning with divergent contemporary views of the meaning of abnormal in today's world, this course will systematically explore the body of theory and data relevant to the understanding of maladaptive human process. The varieties of abnormal experience and behavior will be discussed and an overview of current approaches to the resolution of the problem of psychopathology will be offered.

*Ramsay Liem*

*William Nasby*

*Karen Schneider-Rosen*

### **Ps 209 Clinical Psychology (F: 3)**

*Prerequisite:* Ps 139

Issues associated with the treatment of psychological disorders will be examined. The concepts of normality and pathology will be discussed in the context of various models of intervention. Several different schools of psychotherapy will be covered, with an emphasis on the theoretical assumptions and practical applications of each perspective. Studies on the effectiveness of psychotherapy will be reviewed. The clinical training and professional practices of psychologists will be discussed.

*Karen Schneider-Rosen*

### **Ps 237 Developmental Psychopathology (F: 3)**

*Prerequisites:* Ps 136 and Ps 139

Within the area of developmental psychopathology, psychological disturbances are studied in terms of deviation from normal functioning. Furthermore, it is presumed that the investigation of pathology will help to illuminate normal patterns of development and the roots of competence, adaptation, and invulnerability. An exploration of the origins, nature, and course of psychological disorders at various ages will be made. Interrelations between cognitive, social and emotional development in normality and pathology will be examined. Theoretical and empirical issues in the area of developmental psychopathology will be discussed.

*Karen Schneider-Rosen*

### **Ps 265 Psychological Assessment (S: 3)**

*Prerequisite:* Ps 074; *Recommended:* Ps 101

The course will emphasize issues and techniques of personality and clinical assessment. Technical and methodological principles of test construction (e.g., the evaluation of reliability and validity, as well as the establishment of norms and the interpretation of test scores) will receive extensive treatment. The survey of specific assessment procedures will range from traditional devices, including a variety of structured ("objective") and unstructured ("projective") techniques, to less traditional, but increasingly popular, techniques of behavioral assessment and sampling. A major theme of the course will address the



feasibility and value of devising and applying techniques of personality assessment derived from the experimental laboratory.

*William Nasby*

**Ps 276 Behavior Therapy with Children (F: 3)**

General principles of behavior will be described and discussed. The application of behavior therapy procedures to modify children's behavior in school settings and home environments will be presented. The application of behavior modification to children's physical disorders as well as to social learning problems will also be presented. There will be classroom demonstrations and guest lectures.

*Joseph Cautela*

**Ps 280 Behavioral Medicine (F: 3)**

The application of behavioral principles to the prevention, assessment and treatment of organic illness such as asthma, arthritis, ulcers, migraine, seizures. Demonstrations and field trips provided.

*Joseph Cautela*

**Ps 281 Sports Psychology (S: 3)**

*Prerequisite:* Any Psychology course or consent of instructor

The course will include: (1) the assessment of individual and team psychological factors that interfere with peak performance, (2) various approaches to enhance athletic performance, (3) the effects of family and peer pressure, (4) coping with poor performance and injury, (5) anecdotal and experimental evidence, (6) guest speakers such as athletes and coaches.

*Joseph Cautela*

**Ps 303 Research Methods Practicum: Personality Theories (S: 3)**

*Prerequisite:* Ps 101

A course in research methods stressing the application of these methods to questions in the area of personality psychology. Traits or personality variables like self-esteem are common topics. Students, in small groups, actually design, conduct, and report their research.

*For majors only.*

*Donnah Canavan*

**Ps 312 Research Methods Practicum: Personality and Social Cognition (F: 3)**

*Prerequisites:* Ps 101 and an undergraduate course in statistics

Processes of "social cognition"—how we evaluate, organize, and understand information that pertains to the social world—significantly influence how we relate to each other and to ourselves. Not surprisingly, therefore, several theories of personality, including cognitive, phenomenological, and self theories, devote considerable attention to the topic of social cognition. The research practicum will emphasize the design and implementation of experiments that examine relationships between social cognition and personality variables (e.g., self-awareness, self-monitoring).

*For majors only.*

*William Nasby*

**Social Psychology**

**Ps 125 (Sc 225) (En 125) Introduction to Feminism (F, S: 3)**

A course taught by student-teams under faculty direction to acquaint students with a large range of academic and life experi-

ence topics which have been affected by the Women's Studies scholarship. After a preliminary meeting the class divides into 12–14 person seminars which meet once a week to discuss and study such issues as women's history, feminist theory, sex roles and socialization, gender and health, religion, work, literature and essays by and about women. The course emphasizes participation and collective work on projects.

*Marianne LaFrance*

**Ps 131 Social Psychology (S: 3)**

*Prerequisite:* Ps 074

A review of the research literature on how people act and react to other people and how they think about and respond to their social experience. Included are such topics as social interaction and influence, attitudes and attributions, aggression and altruism, cooperation and conflict. Emphasis is placed on both theoretical and applied issues.

*Marianne LaFrance*

**Ps 145 Cross-Cultural Psychology (S: 3)**

*Prerequisite:* Ps 074

A comparative analysis of psychological processes, personality development and social relations across different cultures. Emphasis is placed on both theoretical and methodological problems in cross-cultural research. Topics include: perception, cognition, motivation, socialization, psychopathology, sex roles, social norms, and collective and intergroup behavior.

*Ali Banuazizi*

**Ps 180 Industrial Psychology (F, S: 3)**

*Prerequisite:* Ps 074

Applications of psychology to various problems in industry such as human relations and management; decision making; principles of human performance; organizational behavior; jobs and occupations; employee selection and placement; job efficiency assessment; employee training and employee morale; safety and engineering psychology; psychology of the consumer, advertising, and selling.

*The Department*

**Ps 231 Seminar in Applied Social Psychology (F: 3)**

*Prerequisite:* Ps 131

This course differs in two important ways from the usual psychology course. One difference is its substance. Most courses focus on basic theoretical principles and research testing those theories. Only as an afterthought do they mention real world problems to which the theories might be germane. By contrast, this course will be "problem-centered" rather than "theory-centered." Students will each select a problem of interest, acquire a thorough understanding of the problem (including visits to and interviews with people who regularly wrestle with the problems), and then draw on basic research and theory to fashion proposed solutions to the problem. The second major difference is the seminar style of the course. The course will be relatively small, and much of the presentation and discussion of problems and solutions will be student led. Supplementing those presentations will be some lectures by the professor illustrating applications and on such topics as evaluation research, policy analysis, the role of basic knowledge in societal problem-solving, and others.

*Michael Saks*

**Ps 233 Stress, Coping, and Adaption (F,S: 3)**

*Prerequisite:* Ps 101 or Ps 131 or permission of the instructor

Stress is a prominent influence on a wide variety of major and minor types of physical, emotional, and social difficulties. This course is designed to review different theories of stress and the way it operates in daily life and affects individuals, families, and communities. At the same time, we will consider both the unfortunate consequences of stress on malfunctioning and some of the positive potentials of stress for adaption and well-being. Recent research on the effects of stress, of social support, and of differences in psychological attributes will provide the themes for discussions and reports.

*Marc A. Fried*

**Ps 235 The Psychology of Social Change (S: 3)**

*Prerequisites:* Ps 131 or permission of the instructor

Social change occurs regularly in all societies and particularly in complex, modern, technological societies. Some of these changes are very slow and gradual, others occur in rapid spurts (as in the 1960s), and some involve revolutionary alterations. This course will examine the psychological dynamics of these different types of social change, the impact of major political or economic changes on individuals and populations and the effects of changing attitudes, values, and intensified feelings of conflict or frustration which often generate further social changes.

*Marc A. Fried*

**Ps 246 Social Psychology of the Family (F, S: 3)**

*Prerequisites:* Ps 074 or Ps 131

A seminar on research and theory in family dynamics. Topics include: impact of family systems upon the individual; group and organizational dynamics of families; ethnic and community influences on family functioning; family life cycles; therapeutic and social psychological interventions designed to diminish conflicts and improve the quality of family life.

*Murray Horwitz*

**Ps 249 The Psychology of Nonverbal Communication (F: 3)**

*Prerequisite:* Ps 074

An analysis of human communication with particular emphasis on the nonverbal modes of interchange. Course readings include material on facial expression, body movement and gesture, gaze behavior, personal space, and paralanguage. Focus is on what nonverbal and verbal behaviors communicate about the psychology of the individual, about the relationship between people and about the social rules that guide human interaction.

*Marianne LaFrance*

**Ps 255 Environmental Psychology (F: 3)**

*Prerequisites:* Ps 073 or Ps 074 or permission of the instructor

The significance of the natural environment, the built environment, and



the social environment for psychological functioning and behavior will be the focus of this course. It will trace the ways in which different environmental phenomena, from the experience of landscapes and cities to crowding, privacy, territoriality, and urban design, influence the psychological responses of individuals, groups, and populations. Contemporary urban, metropolitan conditions will be given particular attention.

Marc A. Fried

**Ps 256 Theory and Application in Group Dynamics (F: 3)**

*Prerequisite:* Ps 074 or consent of instructor  
The relationship between theory and experience is emphasized in this course. Aspects of group structure and process will be identified through structured class exercises and observations of groups in natural settings. Conceptualization of structure and process will be accomplished through lecture, readings and discussion. Attention will be given to implications for improving member and group effectiveness in task accomplishment. Content will include comparisons of individual and group performance, group goals, decision making, norms, conformity, conflict, communication, cohesiveness, and leadership. Two examinations and an optional extra-credit paper will constitute the primary basis for grading.

Norman Berkowitz

**Ps 266 Organizational Psychology (S: 3)**

*Prerequisite:* Either Ps 131 or Ps 256 or permission of the instructor  
This course considers processes and structures through which the activities of individuals and groups are integrated within a task-oriented social system. Issues in the growth and adaption of organizations to environments and persons to organizations are considered. Topics will include organizations as open systems, authority and control, role and role conflict, the differentiation and integration of work groups, decision-making, and strategies for change. A seminar format will be employed with the grade based on class participation, a formal presentation and a final paper. Students currently in organizational internships will be given preference where possible.

Norman Berkowitz

**Ps 275 (Hs 333) Psychology and History**

This course has two distinct, but related, objectives: (1) it reviews critically the application of psychological concepts and methods to the understanding of historical change and development; and (2) it seeks to show that human personality, world-views and social behavior can be analyzed fruitfully in relation to the particular sociohistorical circumstances within which they have evolved. Topics include: psychodynamic approaches to history; social psychological processes in collective behavior, social movements and modernization; content analysis, life-history and other recent methods of historical analysis; histories of implicit ideologies ("mentalities") in relation to the family, childhood, madness, individualism, etc., and social-psychological dynamics of tradition and modernity as forms of consciousness.

Ali Banuazizi

**Ps 277 Mental Health and the Economy (F: 3)**

*Prerequisites:* Ps 074 or consent of the instructor  
Psychological well-being is generally examined for its biological, psychodynamic, and interpersonal causes. This seminar explores the broader social context of mental health, especially the economic domain. National economic trends and personal and family encounters with unemployment are major topics of consideration. The examination of these issues is aided by research on stressful life events, psychiatric epidemiology, and the psychology of work. The course is conducted as a seminar and students are encouraged to pursue a focused area of interest in detail. These class projects begin early in the semester and often involve interviews with employers, different groups of the unemployed, social service providers, or policy makers. A variety of films and invited guests also contribute to seminar discussions.

Ramsay Liem

**Ps 300 Research Methods Practicum: Public Opinion Surveying (F: 3)**

One of the Department's series of "hands on" research methods practica, this course offers students an opportunity to conceive their own research questions involving the surveying of public opinion, to design the necessary questionnaire or interview protocol, collect the data, analyze the data by computer, and interpret and present their findings in a written report. Normally, students will also present their findings to the Department's miniconvention held at the end of each semester.

In addition to conducting the research project, the class will engage in weekly discussions about issues concerning research in the human sciences generally, and opinion surveying in particular. These issues may include: the good and harm that such a technique can do in a democratic society; what are opinions and what is their relation to behavior?; ethical concerns such as invasion of individual and group privacy; abuse of findings; methodological concerns such as sampling measurement, and interpretation of findings; actual and potential uses of these techniques by government, business, universities, politicians; and other issues.

*For majors only.*

Michael Saks

**Ps 308 Research Methods Practicum: Conflict Resolution (F: 3)**

*Prerequisites:* Ps 131, Ps 121, Ps 267 or Ps 246

Research on issues pertaining to the causes of and remedies for interpersonal and intergroup conflict.

*For majors only.*

Murray Horwitz

**Ps 309 Research Methods Practicum: Family Dynamics (S: 3)**

*Prerequisites:* Ps 131, Ps 101, Ps 246 or Ps 267

Research on issues pertaining to the interrelations between individual and family dynamics.

*For majors only.*

Murray Horwitz

**Ps 310 Research Methods Practicum: Group Dynamics (S: 3)**

*Prerequisites:* Ps 131 or Ps 256

This course is devoted to familiarizing students with all phases of the research process from formation of the problem through preparation of a research report. Although readings will be assigned, the primary vehicle for learning is the study that each student will conduct as a member of a research team. The investigation will be directed to some aspect of small group behavior of interest to both students and professor. Studies will ordinarily be experimental but other models may be employed if better suited to the problem. Grades will be based on a final research report submitted by each student. Performance in conducting the research and students' contribution to all other phases of the process will also be considered.

*For majors only.*

Norman Berkowitz

**Ps 600 (Sc 378) (Sw 600) Introduction to Social Work (F, S: 3)**

This course, offered by the Department of Sociology and the Graduate School of Social Work, is a broad survey of the field of social work, starting with a brief discussion of human behavior. We then deal with individuals, groups and communities. In addition to a consideration of social work methodology, we will examine the historical roots, value foundations and *modi operandi* of the settings in which social work is practiced.

Dwight Adams

**Ps 625 Law and Psychiatry (S: 3)**

*Prerequisite:* Consent of instructor

Explores the significant areas of interaction between the legal and psychiatric disciplines, including the insanity defense; disposition of the mentally ill offender; treatment of sex offenders and dangerous offenders; civil commitment; right to treatment, alternatives to incarceration; divorce and child custody.

Charles H. Baron

Michael J. Saks

**Ps 721 (Sw 721) Human Behavior and the Social Environment (F, S: 3)**

This Graduate School of Social Work course does not satisfy the University Social Science Core requirement but may be taken toward completion of the Psychology major by consent of the instructor, only.

A foundation course in which the unifying theme is the concept of self as a complex of bio-psycho-social forces which become synthesized through the integrative functions of the human ego. The person is viewed as a social being who is interacting with an inter-personal and institutional environment which not only has an impact on, but which is also affected by, the individual. The course is taught from a social work frame of reference within which the concept of self is examined in relation to the life cycle, to ethnic and sexual aspects of identity and self-esteem as these are manifested in social roles, and to those extra-familial systems which may constrain or support the psychosocial development of the individual. The course is structured in modules characterized by a highly individualized



method of learning in which students may move at their own pace in mastering required content.

Frederick L. Ahearn  
Pei N. Chen  
Kathleen A. O'Donoghue  
Elaine Pinderhughes

Tutorials

**Ps 292 Seminar in College Teaching/Fall**  
*Prerequisite:* Consent of instructor  
Designed to provide undergraduate students with teaching experience. Students staff discussion sections and are responsible for aiding psychology professors in planning demonstrations and grading examinations.  
By arrangement *The Department*

**Ps 293 Seminar in College Teaching/Spring (S: 3)**  
*Prerequisite:* Consent of instructor  
Designed to provide undergraduate students with teaching experience. Students staff discussion sections and are responsible for aiding psychology professors in planning demonstrations and grading examinations.  
By arrangement *The Department*

**Ps 297 Undergraduate Independent Study/Fall (F: 3)**  
*Prerequisite:* Consent of instructor  
Psychology 297 and 298 offer a student the opportunity to work independently under the supervision of a faculty member of his/her choice within the Department.  
By arrangement *The Department*

**Ps 298 Undergraduate Independent Study/Spring (S: 3)**  
*Prerequisite:* Consent of instructor  
Psychology 297 and 298 offer a student the opportunity to work independently under the supervision of a faculty member of his/her choice within the Department.  
By arrangement *The Department*



Romance Languages and Literatures

Faculty

**Professor Emeritus Joseph D. Gauthier, S.J.,** B.S., Trinity College; A.M., Boston College; S.T.L., Weston College; D.esL., Laval University  
**Professor Guillermo L. Guitarte,** Profesorado, Filosofia y Letras, Buenos Aires  
**Professor Vera G. Lee,** A.B., Russell Sage College; A.M., Yale University; Ph.D., Boston University  
**Professor J. Enrique Ojeda,** Licenciado, Universidad Catolica Del Ecuador; A.M., Ph.D., Harvard University  
**Professor Maria Simonelli,** Dotre in Lettere e Filosofia, University of Florence; Libera Docenza in Filologia romanza, Rome  
**Professor Rebecca M. Valette,** A.B., Mount Holyoke College; Ph.D., University of Colorado  
**Associate Professor Norman Araujo,** A.B., A.M., Ph.D., Harvard University

**Associate Professor Matilda T. Bruckner,** A.B., Bryn Mawr College; M.P., Ph.D., Yale University  
**Associate Professor Joseph Figurito,** A.B., Boston College; A.M., D.M.L., Middlebury College  
**Associate Professor Monique E. Fol,** A.B., L.L.B., University of Paris; A.M., University of California at Berkeley; Ph.D., University of Nice  
**Associate Professor Betty Rahv,** Chairperson of the Department, A.B., Sweet Briar College; A.M., Middlebury College; Ph.D., Indiana University  
**Associate Professor Robert L. Sheehan,** B.S., Boston College; A.M., Ph.D., Boston University

**Assistant Professor Rena A. Lamparska,** LLM, University of Wroclav; M.A., Catholic University of America; Ph.D., Harvard University  
**Assistant Professor Jill Syverson-Stork,** A.B., Smith College; A.M., Ph.D., Harvard University

Program Description

Plan A: Literary Focus

The Department of Romance Languages and Literatures offers courses in French, Italian and Spanish. Students majoring in this discipline may concentrate in French, Italian or Spanish and may also take a non-romance language as a second language. Thirty-six credits must be completed by majors within the following curriculum of courses:

- 1. Advanced Composition (6)
- 2. Survey of Literature (6)
- 3. A minimum of two period or genre courses in literature (12)
- 4. Two electives to be chosen from the following:
  - a) A second foreign language (6)
  - b) Comparative or Interdepartmental course (6)
  - c) A third period of the major literature (6)
  - d) Cultural backgrounds of literature (6)
  - e) Phonetics (3)
  - f) Advanced Conversation (3)
  - g) Linguistics (3)

Plan B: Cultural Focus

Phonetics and Advanced Conversation 6  
Culture Courses given in the major language 6  
Survey of the Major Literature 6  
Advanced Composition 6  
Period or Genre 3  
Electives 9

In addition to the traditional Romance Languages electives, electives for this new language and culture major may include Composition, Conversation and Reading and up to six credits in related courses offered by other departments.

General Information

It is recommended particularly to majors who intend to go on to graduate work, that they initiate the study of a second foreign language in their sophomore year. For this purpose, courses may be taken in any of the languages listed above.

The major curriculum in Romance Languages is designed to give students an active command of one foreign language and at least a working knowledge of another, a broad insight into the literature and culture of other nations, and a solid preparation for graduate studies in the field.

Although many language majors begin their sequence by taking Survey of Literature in their freshman year, it is possible to major in Romance Languages with only two years of high school preparation. (Students who begin the study of the major language in college should plan to take an intermediate course during the summer following their freshman year.)

Students who plan to major in Romance Languages should consult the Assistant Chairperson of the Department with respect to their qualifications and the organization of a program to suit their individual needs and objectives.

Program for Majors in the School of Education

Plan A

1st year	
Survey	6
2nd year*	
Advanced Conversation	6
Century Course	6
3rd year	
Advanced Composition	6
Cultural Background	6
4th year	
Century Course	3
Department Elective	3
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\*The courses suggested for sophomore and junior years may be taken in any order so long as all four courses are completed before senior year.

Plan B

1st year	
Composition, Conversation, and Reading Course (R1 101-106 inclusive)	6
2nd year	
Survey	6
Advanced Conversation	6
3rd year	
Advanced Composition	6
Cultural Background	6
4th year	
Century Course	3
Department Elective	3
	36

Honors Program

Qualified students wishing to enter The Honors Program should secure Professor Fol's permission to do so at the end of the sophomore year and no later than the end of the first semester of the junior year. In addition to the usual requirements for a major, honors students will take a three-credit seminar in the spring semester of their junior year or the fall semester of their senior year (Honors Seminar). Qualified students who plan to take Junior Year Abroad may enroll in The Junior Seminar in the second semester of their sophomore year, with departmental approval. During the senior year, the honors student takes three credits during one semester in independent study leading to an honors thesis. This is done under the guidance of a Departmental advisor. The thesis should be submitted no later than April 1.



An oral examination of no more than one hour's duration, conducted in the candidate's major language, will cover the periods of literature included in his course curriculum, as well as the scope of the thesis.

A Departmental committee will conduct the examination, evaluate the essay and formulate a recommendation for Honors which will be incorporated into the student's academic record.

### The Immersion Program in Foreign Languages

Qualified students may choose from a series of required or elective courses conducted entirely in the French language or the Spanish language. The Departments of History, Philosophy, Fine Arts, Economics, and Social Work offer in the foreign language courses taught by native or bilingual speakers. Coordinating courses in the Department of Romance Languages are offered.

For course descriptions, see course listings below. ("Un" courses are found at the end of the Romance Languages listing.)

For other sources, check under the department in question.

#### French

**RI 319-320 La France Contemporaine/Le Français des Affaires**

**RI 341-342 Immersion French**

**Hs 087-088 Europe 1500 to present**

**PI 513-514 Contemporary French Philosophy I & II**

**Fa 223 Medieval France**

**Un 414 Folklore**

#### Spanish

**RI 343-344 Immersion Spanish**

**RI 997 Andean Novel**

**Un 405-406 Hispanic Culture**

**Un 407-408 Advanced Spanish Conversation for the Law and Courts**

**Un 410 Social Policies in the Andean Countries**

**Un 411-412 Colonial Latin American Literature**

**Hs 239-240 Colonial Latin America/Argentina, Brazil, and Chile**

### Course Offerings

#### French

**RI 001-002 Beginning French (F: 3-S: 3)**

An elementary course for students with no prior knowledge of the language. The course begins with development of some of the fundamental skills: reading ability, aural comprehension and controlled oral expression. Class instruction is supplemented by required laboratory work.

*The Department*

**RI 009-010 Elementary French (F: 3-S: 3)**

An introduction to the study of French. This course begins with development of some of the fundamental skills: reading ability, aural comprehension and controlled oral expression. Class instruction is supplemented by required laboratory work.

*The Department*

**RI 051-052 Intermediate French (F: 3-S: 3)**

*Prerequisite:* RI 001-002 or its equivalent. The prime object of this course is to consolidate previous language study into a functional body of knowledge. A review of the elements of French will be supplemented with the reading of selected texts, oral practice and required laboratory work.

*The Department*

**RI 101-102 Composition, Conversation and Readings in French (F: 3-S: 3)**

*Prerequisite:* three to four years of solid high school preparation or two years of college preparation.

This course offers a review of syntax and grammar. Selected contemporary masterpieces will be used to develop further skill in comprehension, conversation and composition.

*The Department*

**RI 203-204 French Conversation (F, S: 3, 3)**

This course is designed for students who have completed a basic sequence in French language courses and who wish to develop greater fluency in conversation.

Pronunciation will be improved through a program in French phonetics which emphasizes the relationship between the spoken and the written language. Exercises in role-playing, vocabulary building, syntax and guided speaking activities will help develop conversational skills for everyday situations.

*The Department*

**RI 296 French Greycliff (F, S: 3)**

Students residing in the French House will meet weekly for directed discussion in French under the guidance of a faculty member.

A requisite for residency in Greycliff, attendance required.

*The Department*

**RI 303 French Phonetics (F: 3)**

A practical introduction to pronunciation and oral expression. The course is designed to help the student improve command of spoken French and to develop awareness of how the French language functions. Classwork and individual exercises will be supplemented by laboratory work. The course is particularly recommended for future teachers of French.

*Vera G. Lee*

**RI 304 Advanced French Conversation (S: 3)**

This course is designed to give advanced students and prospective teachers of French a greater facility in the spoken language. Aural comprehension and fluency of expression will be developed through group discussion, individual exposés, taped interviews and literary recordings. This course is recommended for all students who plan to teach French.

*The Department*

**RI 305-306 Advanced French Composition and Introduction to Literary Analysis (F: 3-S: 3)**

The purpose of this course is to strengthen the students' mastery of French syntax and difficult grammatical problems, so that they may express themselves correctly and accurately in expository writing. Stu-

dents will be introduced to techniques of close literary analysis. This is a required course for French majors. Conducted in French.

*The Department*

**RI 307-308 Survey of French Literature (F: 3-S: 3)**

*Prerequisite:* four years of solid high school preparation or two years of college.

An introduction to the study of French literature. Selected texts from the Middle Ages to the 20th century will be analyzed against the background of historical events and European literary movements. This is a required course for French majors, open also to other qualified students with superior linguistic preparation. This course is a prerequisite for all advanced literature courses. Conducted in French.

*The Department*

**RI 319 La France Contemporaine**

This course will begin with a rapid overview of French geography and economy. We will then examine the political and social structures which predominate in France today, as well as the country's relationship to the larger European community. We will end the course with an investigation of contemporary currents in French culture and intellectual life. This course provides a useful introduction to commercial French. Students interested in *Le Français des Affaires* (RI 320) are advised to take this course first, although it is not a prerequisite.

*Marian St. Onge*

**RI 320 Le Français des Affaires**

This course offers students an introduction to business French. The aim of the course is to provide students with a basic knowledge of French business terminology and practices as well as an overview of French economic, social and political structures. We study the functioning of a French corporation, write business letters, translate documents, listen to taped conversations with French businesspeople, and prepare short group presentations. During each class period, we spend a short time reviewing the essential grammatical structures of the French language. This course should aid students to develop an overall approach to working in any country and culture different from their own, regardless of the language spoken. Students who choose to do so may take the Paris Chamber of Commerce examination for the "Certificat Pratique de Français Commercial." This exam is entirely optional.

*Marian St. Onge*

**RI 341-342 Immersion French (F: 3-S: 3)**

The coordinating course serves three purposes: a) it facilitates study in the Immersion course in other disciplines; b) it improves the students' language ability at the third-year level (advanced composition level); c) it provides students with a knowledge of foreign culture and civilization.

Materials from all disciplines will be studied from the viewpoint of language and ideas.

*Monique E. Fol*



**RI 371-372 (En 347-348) (Fa 242-243) (Hs 359-360)**

**Classical Paris Recaptured (F: 3-S: 3)**

The Marais section of Paris, at its height in the 16th through 18th centuries, has been undergoing a face-lifting since 1964. This course will examine the artistic, literary, and political merits of the Marais, both past and present, through slides and lectures.

*Betty T. Rahu*

**RI 431-432 French Literature of the Seventeenth Century (F: 3-S: 3)**

A study of the classical literature of the age. Works of philosophers and moralists such as Descartes, Pascal, La Rochefoucauld, La Bruyere, and plays of Corneille, Racine and Molière will be given particular attention.

*Joseph Figurito*

**RI 447 Voltaire and the 18th Century (F: 3)**

To understand Voltaire is to understand the 18th century. In this course, students will study the short stories, philosophical works and poetry of the controversial writer who dominated his era.

*Vera G. Lee*

**RI 449 Precursors of Symbolist Poetry (F: 3)**

Study of the French symbolist movement in literature and art since the conception of cathedrals in the Middle Ages. Explanations of the religious, artistic and poetic symbols through the centuries in French literature, until the recent years, especially in the works of Baudelaire, Verlaine, Mallarmé, Rimbaud, Valéry, Apollinaire, Claudel.

*George Zayed*

**RI 453 Stendhal, Balzac and Flaubert (S: 3)**

*Prerequisite:* RI 307-308 or an equivalent survey of French literature.

The evolution of the realist novel in the nineteenth century as it appears in the works of three of its outstanding exponents. *Beylisme*, *Bovarysme* and the universe of the *Comédie humaine*.

*Norman Araujo*

**RI 457 The French Theatre in the Nineteenth Century (F: 3)**

*Prerequisite:* RI 307-308 or an equivalent survey of French literature.

A study of Romanticism, Realism, and Naturalism in French drama of the 19th century between Hugo's *Hernani* and Antoine's *Théâtre libre*.

Special attention will be devoted to the works of Hugo, Musset, Scribe, Augier, and Becque.

*Norman Araujo*

**RI 466 Le Roman Policier (S: 3)**

The popularity of the detective story is a universal phenomenon. Although the French detective novel is not as widely known as its British and American counterparts, it does have its own distinctive flavor. Alexandre Dumas and Victor Hugo in the mid-nineteenth century had produced early versions of the modern thriller. Later writers would also try their hand at the genre, including Balzac, Gide, Bernanos and Robbe-Grillet.

Baudelaire's translation of Edgar Allen Poe, the memoirs of the chief of police,

Vidocq and the popular interest in crime contributed to the creation of interest in crime stories. The techniques of Wilkie Collins and Conan Doyle (published in translations) pointed the way to the creation of the popular heroes, Rouletabille (Gaston Leroux) and Arsène Lupin (Maurice Leblanc).

In this course on the detective story, we will treat of the genre itself: its laws, technique, suspense. A comparative study of British and American authors (Agatha Christie, S.S. Van Dine and Raymond Chandler) will be considered in the development of the genre from Maurice Leblanc to Georges Simenon, i.e. from 1900 to the present.

*Joseph Gauthier, S.J.*

**RI 471 Histoires D'Amour, Histoires De Haine, Histoires De Mère (F: 3)**

In this course, we will consider solely the problem of the mother as a privileged figure (the "good" mother; the "bad" mother) in the works of several novelists: Proust, Colette, Simone de Beauvoir, Marguerite Duras, Marie Cardinal and Lucien Bodard. While writing "a story" these authors are also writing "their story" in which love, desire, hate, self-hatred and their omnipresent mother constantly interact. As informed readers, we must be aware of these interactions in order to analyze the multiple meanings and levels of their texts.

Proust, the eternally guilty son, offering us an amorous discourse which is in fact an aesthetic or a marginal discourse leading to the negation of love; Colette, the perpetually imperfect daughter, grieving for an impossible fusion between men and women; Marguerite Duras, longing for "l'amour fou"; Marie Cardinal searching for "the words to say it"; Simone de Beauvoir and Lucien Bodard's compelling need to write about their mothers — all indeed writing love stories, stories of hate, stories of the mother...

*Monique E. Fol*

**RI 472 Les Transformations de la Société et du Roman au XX Siècle (S: 3)**

Marked by the changes in the social, political and mental structures of France, the novel transformed itself during the course of the 20th century.

From universal, humanistic and moralistic it became a vehicle for revealing the traumas of its time. In the fifties the "new novel" rejected romanesque tradition and the reader was to be a partner in the creation. Nowadays, the novel has become above all, the privileged expression of a "minority" which no longer wants to be so ("les écritures féminines") and other minorities which are demanding the right to be heard (marginals, regionals, writers "d'expression française"). Finally, the autobiographical or anti-autobiographical novel is becoming more and more evident.

In this course, which is suitable for graduate and undergraduate students, we will examine the major changes in French society since 1900, and we will study some examples of the transformation of the novel through the works or excerpts from the works of Gide, Malraux, Camus, Sartre, Céline, Nathalie Sarraute, Marguerite Yourcenar, Robbe-Grillet, Marguerite Duras, Patrick Modiano, Michèle Manceaux.

*Monique E. Fol*

**RI 486 Poésie au XX (S: 3)**

A study of the great literary theories and of the major poets who exerted an influence on the different currents of thought in the 20th century: Valéry, Péguy, Claudel, Apollinaire, etc.

*George Zayed*

**Italian**

**RI 003-004 Elementary Italian (F: 3-S: 3)**

An introduction to the study of Italian. This course begins the development of some of the fundamental skills: reading ability, aural comprehension and controlled oral expression. Class instruction is supplemented by required laboratory work.

*The Department*

**RI 053-054 Intermediate Italian (F: 3-S: 3)**

*Prerequisite:* RI 003-004 or its equivalent.

The prime object of this course is to consolidate previous language study into a functional body of knowledge. A review of the elements of Italian will be supplemented with the reading of selected texts, oral practice and laboratory work.

*The Department*

**RI 103-104 Italian Composition, Conversation and Reading (F: 3-S: 3)**

*Prerequisite:* three to four years of solid high school preparation or two years of college preparation.

This course is structured according to students' individual needs in order to ensure mastery of the Italian language as a tool of communication. Selected contemporary masterpieces, para-literature, newspapers, music, special topics, etc. will be used to develop further skill in conversation (class meetings are used for conversational practice), reading and writing.

*The Department*

**RI 314 (Fa 396) (Hs 380) Italy—Art, Literature, History (S: 3)**

The art, literature and history of Italy. This is an interdisciplinary course. It will consist of ten two-hour lectures (in English) at Boston College to be followed by a three-week field-trip in Italy. Lectures will focus in general lines on economic, social and political aspects together with the artistic and literary trends and figures, with emphasis on the period from ancient Rome to the late Renaissance. Some attention will also be given to selected aspects of modern Italy.

*Joseph Figurito  
Rena Lamparska*

**RI 317-318 Survey of Italian Literature (F: 3-S: 3)**

*Prerequisite:* four years of solid high school preparation or two years of college.

An introduction to the study of Italian literature. Masterpieces from the Middle Ages to the 20th century will be analyzed against the background of historical events and European literary movements. This is a required course for Italian majors, open also to other qualified students with a superior linguistic preparation. Conducted in Italian.

*Maria P. Simonelli*

**RI 502 Dante's Divine Comedy II (F: 3)**

The course aims at providing a compre-



hensive interpretation of the *Divine Comedy*. Students are required to read in the entire text. The main interpretative problems will be discussed in class. A detailed explanation of *Paradiso* will be presented.  
*Maria P. Simonelli*

**RI 523 Political Theories of the 16th Century (F: 3)**  
*Maria P. Simonelli*

**RI 551 Romanticism in Italian Literature (S: 3)**  
A study of the major writers of Italian literature of the nineteenth century. Detailed analysis of the works of Foscolo, Leopardi and Manzoni. The literature of patriotism as reflected in these and other writers of the century. (Conducted in Italian).  
*Joseph Figurito*

**RI 565 Twentieth Century Italian Novel (F: 3)**  
Selected works of the most representative contemporary novelist such as Moravia, Lampedusa, Calvino, and the author of *The Name of the Rose*, as well as main trends in Italian contemporary novel will be discussed. The course is open to undergraduates and graduates.  
*Rena A. Lamparska*

**RI 566 Twentieth Century Italian Theatre (S: 3)**  
A study of Luigi Pirandello's and Ugo Betti's theatre. A close analysis of the features of their art. Conducted in Italian. Readings, discussions and papers in Italian or in English.  
*Rena A. Lamparska*

## Spanish

**RI 005-006 Beginning Spanish (F: 3-S: 3)**  
An elementary course for students with no prior knowledge of the language. This course begins with development of some of the fundamental skills: reading ability, aural comprehension and controlled oral expression. Class instruction is supplemented by required laboratory work.  
*The Department*

**RI 015-016 Elementary Spanish (F: 3-S: 3)**  
An introduction to the study of Spanish. This course begins with development of some of the fundamental skills: reading ability, aural comprehension and controlled oral expression. Class instruction is supplemented by required laboratory work.  
*The Department*

**RI 011-012 Professional Conversational Spanish For Health Personnel (F: 3-S: 3)**  
This course intends to provide students with a basic knowledge of Spanish grammar and to develop their ability to converse in the language. Special attention will be given to the vocabulary and dialogues related to medicine, nursing, and social work.  
*The Department*

**RI 013-014 Professional Conversational Spanish for Business (F: 3-S: 3)**  
This course intends to provide students with a basic knowledge of Spanish grammar and to develop their ability to converse in the language. Special attention

will be given to the vocabulary and dialogues related to business.  
*The Department*

**RI 055-056 Intermediate Spanish (F: 3-S: 3)**  
*Prerequisite:* RI 005-006 or its equivalent. The prime object of this course is to consolidate previous language study into a functional body of knowledge. A review of the elements of Spanish will be supplemented with the reading of selected texts, oral practice and required laboratory work.  
*The Department*

**RI 105-106 Spanish Composition, Conversation, and Readings (F: 3-S: 3)**  
*Prerequisite:* three to four years of solid high school preparation or two years of college preparation. This course offers a review of syntax and grammar. Selected contemporary masterpieces will be used to develop further skill in comprehension, conversation and composition.  
*The Department*

**RI 223-224 Spanish Conversation (F: 3-S: 3)**  
This course is designed for students who have completed a basic sequence in Spanish language courses and who wish to develop greater fluency in conversation. Pronunciation will be improved through a program in Spanish phonics which emphasizes the relationship between the spoken and the written language. Exercises in role-playing, vocabulary building, syntax and guided speaking activities will help develop conversational skills for everyday situations.  
*The Department*

**RI 298 Spanish Greycliff (F: 3-S: 3)**  
Students residing in the Spanish House will meet weekly for directed discussion in Spanish under the guidance of a faculty member. A requisite for residency in Greycliff, attendance required.  
*Jill Syverson-Stork*

**RI 321-322 Spanish Practicum (F: 3-S: 3)**  
Students are placed with various Hispanic organizations in the Boston area to increase their fluency in Spanish through personal and continued contact with the language. Classroom seminars, Hispanic guest lecturers, and videotapes in Spanish complement the students' internship experiences. Readings by Oscar Lewin, Babín, Thomas, Maldonado-Denis and others. Permission of instructor.  
*Nancy Levy*

**RI 323 Spanish Phonetics (F: 3)**  
A practical, theoretical and historical introduction to Spanish pronunciation, sentence structure, and word classes. The course is designed to help the student improve command of spoken Spanish and to develop an awareness of how the Spanish language functions.  
*The Department*

**RI 324 Advanced Spanish Conversation (S: 3)**  
This course is designed to give advanced students and prospective teachers of Spanish a greater facility in the spoken lan-

guage. An introduction to descriptive phonetics is integrated with exercises of pronunciation and intonation. Aural comprehension and fluency of expression will be developed through group discussion, individual exposés, taped interviews and literary recordings. This course is recommended for all students who plan to teach Spanish.  
*The Department*

**RI 325-326 Advanced Spanish Composition and Introduction to Literary Analysis (F: 3-S: 3)**  
The purpose of this course is to strengthen the students' mastery of Spanish syntax and difficult grammatical problems so that they may express themselves correctly and accurately in expository writing. Students will be introduced to techniques of close literary analysis. Not for graduate credit. Conducted in Spanish.  
*J. Enrique Ojeda*  
*The Department*

**RI 327-328 Survey of Spanish Literature (F: 3-S: 3)**  
*Prerequisite:* four years of solid high school preparation or two years of college. An introduction to the study of Spanish literature. Selected texts from the Middle Ages to the 20th century will be analyzed against the background of historical events and European literary movements. This is a required course for Spanish majors open also to other qualified students with superior linguistic preparation. Conducted in Spanish.  
*The Department*

**RI 343-344 Immersion Spanish (F: 3-S: 3)**  
The coordinating course serves three purposes:  
a) it facilitates study in the Immersion courses in other disciplines;  
b) it improves the students' language ability at the third-year level (advanced composition level)  
c) it provides students with a knowledge of foreign culture and civilization. Materials from all disciplines will be studied from the viewpoint of language and ideas.  
*The Department*

**RI 369 (Hs 365) History and Literature of the Spanish Golden Age (S: 3)**  
This course will examine Spanish society in the Golden Age through literary and historical writings. Topics to be treated include: the Spanish Inquisition, the position of minorities and outcasts in society, the role of women, the problems of the conquest and settlement of the New World. Literary works to be discussed will include: *La Celestina*, *Lazarillo de Tormes*, *Fuenteovejuna*, *Don Quixote*, and Quevedo's *Suenos y discursos*.

The course will be team taught by faculty from the Department of Romance Languages and the History Department. Lectures and readings will be in English and Spanish.  
*Ellen Friedman*  
*Jill Syverson-Stork*

**RI 635 Cervantes' Don Quixote (F: 3)**  
A careful reading and critical study of Cervantes' masterpiece. We will view turn-of-the century Spain through the eyes of



this keen observer and examine how all previous literary styles and genres are distilled and transformed in the composition of *Don Quixote*. Topics to be discussed include: Cervantes' life and times; literary sources and models; the composition and structure of the novel; innovations in narrative technique; irony and comic dialogue; the themes of honor, heroism, friendship, idealism and truth. Lectures, classroom discussions, and readings in Spanish.

*Jill Syverson-Stork*

**RI 661–662 Spanish Literature of the Twentieth Century (F: 3–S: 3)**

*Prerequisite:* Survey of Spanish Literature or equivalent preparation. Open to Spanish majors and other linguistically qualified students.

A study of the principal literary movements in Spain in this century. First semester: "La Generación del '98" and "Modernismo" 1898–1920. Second semester: "La Vanguardia" 1920–1936; "La Epoca Franquista" (Posibilismo vs. Destierro) 1939–1975; "La Nueva Libertad Literaria" 1975–present.

*Robert Louis Sheehan*

**RI 671–672 Spanish-American Literature (F: 3–S: 3)**

Survey of the development of literary genres in Hispanic America. Foreign influences and *criollismo*. Various types of novels: the struggle of man against the jungle or the *pampa*, of Indian against the white man, or man against society. The Spanish-American conscience as expressed by essayists or poets.

*Guillermo L. Guitarte*

**RI 915 The Spanish Epic (S: 3)**

Origin and development of epic traditions in Spain. The *Poema de mio Cid*, the *Poema de Fernán González*, the *Siete Infantes de Lara* and the epic ballads. The course will be focused upon the first of these poems.

*Guillermo L. Guitarte*

**RI 971 Modern Latin America Novel (F: 3)**

Readings in the works of Asturias, Carpentier, Cortázar, Fuentes, García Márquez, and Vargas Llosa. Study of the transformation of the regionalistic and nationalistic subjects into the search for personal responsibility, the creation of atmosphere and of fictional metaphysics.

*Guillermo L. Guitarte*

**RI 975 The Picaresque Novel in Spanish Literature (S: 3)**

An in-depth study of the representative masterpieces of this genre in the Spanish Literature.

*Enrique Ojeda*

**RI 977 The Novel of the Andes (F: 3)**

This graduate course will examine the major kinds in the novel of the Indians and "Mestizos" in Bolivia, Ecuador and Perú. Works by Alcides Arguedas, Jorge Icaza, José María Arguedas, Ciro Alegría, Gonzalo Zaldumbide, Juan León Mera, and others will be examined in the context of the sociological studies written on the "Mestizo" and the Indian of the Andes.

*Enrique Ojeda*

**Romance Literature, Methodology and Philology Courses Offered in English**

**RI 314 (Fa 396) (Hs 380) Italy - Art, Literature, History (S: 3)**

*Joseph Figurito  
Rena Lamparska*

**RI 362 The Shaping of Language (S: 3)**

An introduction to the development of romance languages from their origins to modern times. The course will focus on the processes that govern the changing forms of language. Illustrative examples will be drawn mainly from French, Spanish and Italian.

For majors and nonmajors. Given in English.

*Vera G. Lee*

**RI 371–372 (En 347–348) (Fa 242–243) (Hs 359–360) Classical Paris Recaptured (F: 3–S: 3)**

*Betty Rahv*

**RI 375 Literature of Opera and Music (S: 3)**

Opera, a novel turned into a drama or a play and set to music. The course will treat the variety of literary sources of the libretto. First, the literary work will be discussed; this will be followed by its adaptation to the libretto for the opera, and then how the composer sets the various moods and characters to music.

Such works as the *Barber of Seville*, *Car-men*, *Othello*, and others will be treated.

*Joseph Figurito*

**Bi-Lingual Education Courses**

**RI 391 Caribbean History and Culture (S: 3)**

This course will deal with the social, economic and cultural history of the main islands of the Caribbean. It will also consider the impact of the Caribbean on the American scene.

*The Department*

**RI 394 Methods in Bi-lingual Education (S: 3)**

This course will explore the history, methods and materials of bilingual education. It will deal with some of the problems of the new minorities and how education can help in dealing with them.

*The Department*

**RI 395 Language and Linguistics (F: 3)**

This course is intended as an introductory survey of the basic concepts of linguistics taking examples from Romance Languages.

The topics included provide insights into language useful in such areas as elementary and secondary education, foreign language teaching, speech and speech therapy, psychology and sociology and language learning.

*Emanuella Barrasso*

**RI 698 Honors Research Seminar**

**RI 699 Honors Thesis Seminar**

The Honors Program offers students an opportunity to learn both how to conduct research on a subject of their choice and how to write a thesis, under the guidance of a professor with whom they will remain in close contact during the entire program.

The program is independent of the

A&S Honors Program. It is open to qualified students in Romance Languages and other disciplines.

*Monique E. Fol*

**Immersion Program**

**French**

**RI 319 La France Contemporaine**

**RI 320 Le Français des Affaires**

**RI 341–342 Immersion French (F: 3–S: 3)**

The coordinating course serves three purposes:

- a) it facilitates study in the Immersion course in other disciplines.
  - b) it improves the students' language and ability at the third-year level (advanced composition level);
  - c) it provides students with a knowledge of foreign culture and civilization.
- Materials from all disciplines will be studied from the viewpoint of language and ideas.

*Monique E. Fol*

**Un 414 Folklore (F: 3)**

Delimitation of the notions of Folklore, Ethnography, Ethnology, Cultural Anthropology. Traditional folk culture in a holistic vision. Oral culture and written culture. Structures, functions and meanings. Referents, signs and significations. Motonimies, metaphors and symbolic vocabulary. Rites and ceremonies. Mediating acts. Texts and contexts. Models and variants. The folklore in the sphere of European culture. The folklore as a mark of a specific ethnic character and as a connotative element of national cultures. The dimensions of comparative investigation in the folklore of romantic peoples.

*Mihai Pop*

**Spanish**

**RI 343–344 Immersion Spanish (F: 3–S: 3)**

The coordinating course serves three purposes:

- a) it facilitates study in the Immersion courses in other disciplines;
  - b) it improves the students' language ability at the third-year level (advanced composition level)
  - c) it provides students with a knowledge of foreign culture and civilization.
- Materials from all disciplines will be studied from the viewpoint on language and ideas.

*The Department*

**RI 977 The Novel of the Andes (F:3)**

*Enrique Ojeda*

**Un 405–406 Hispanic Culture (F: 3–S: 3)**

*Prerequisite:* Four years of Spanish or the equivalent

This course is designed to develop in the student an understanding of the most salient aspects of the Spanish culture. Although the course is open to all qualified students, it should be particularly useful for those students contemplating study abroad and those returning from a summer semester or year in Spain.

*Enrique Ojeda*



**Un 407-408 Advanced Spanish Conversation for Law and the Courts (F: 3-S: 3)**

*Prerequisite:* College-level intermediate Spanish or above.

Open to students of the Immersion Program and to pre-legal and sociology students, as well as others whose careers may be involved with law and the courts. Oral drill with dialogue material based on legal cases from various Spanish speaking countries. Reading and discussion of cases excerpted from Hispanic law journals. Free conversation, debates and moot court. Vocabulary building of Spanish legal terminology.

*Robert Louis Sheehan*

**Un 410 Social Policies in the Andean Countries (F: 3)**

This course will explore the social policies in the Andean countries of Bolivia, Peru, Ecuador, and Columbia. Attention will focus on our methods to do policy analysis including a society's definition of needs, the use of social and economic indicators, cost benefit analysis and financing solutions to problems.

Using health and education as case examples, presentations and comparisons will be made for each of the Andean countries.

*Frederick L. Ahern, Jr.*

*André Danière*

**Un 411-412 Colonial Latin American Literature (F: 3-S: 3)**

The purpose of the course is to familiarize the students with the literary productions of Latin America during the colonial period. There is going to be a presentation of the literature of discovery and conquest of a new world in the 16th century, of the literature of the flowering colonial society of the 17th century, and of the critical and reformist literature of the 18th century.

*Guillermo L. Guitarte*

## Slavic and Eastern Languages

### Faculty

**Professor Lawrence G. Jones**, Chairman of the Department, A.B., Lafayette College; A.M., Columbia University; Ph.D., Harvard University

**Associate Professor Michael J. Connolly**, A.B., Boston College; Ph.D., Harvard University

**Adjunct Assistant Professor Michael B. Kreps**, Diploma, Leningrad University; M.A., Ph.D., University of California (Berkeley)

**Adjunct Assistant Professor Jovina Y. H. Ting**, A.B., Guoli Taiwan Daixue; M.A., Kent State University; M.A., Harvard University; Ph.D., New York University.

### Program Descriptions

The Department administers undergraduate majors in *General Linguistics*, in *Russian*, and in *Slavic Studies*, as well as a minor program in *Asian Studies*. Each major program requires at least twelve one-semester courses at upper-division levels (courses

numbered 200 and above). Departmental honors require nomination by the faculty and successful completion of honors comprehensive requirements.

The Department maintains listings of related courses from other departments which satisfy various program requirements. Substitutions for or exemptions from specific program requirements, as well as the application of courses from other institutions, require express permission from the Chairman.

### Major in Linguistics:

Students majoring in Linguistics build their programs around a specific area of concentration, the most common of which is *Philology*. The following listing represents the normal program for this concentration.

- General Linguistics (Sl 311/En 527);
- five courses of a philological nature (Type P);
- three linguistics 'topics' courses (Type T);
- three courses of a language-related nature from non-language departments (Types R or S);

The Department expects students concentrating in *Philology* to have proficiency in at least one classical and one modern language and to acquire a familiarity with at least two additional language areas.

The Department can provide requirements for other concentrations, such as *Speech Pathology*, upon request.

The focus of the linguistics program does not lie in the simple acquisition of language skills, but rather in the analysis of linguistic phenomena with a view toward learning to make significant generalizations about the nature of language.

### Major in Russian (normal program):

- four courses in Russian grammar, composition and stylistics at or above the 200 level;
- four courses on Russian literature, of which at least two must be at the 300 level;
- one course in General Linguistics;
- Old Church Slavonic or Old Russian;
- two electives from Russian literature, second Slavic languages, or linguistics offerings.

The Department also recommends at least two courses from related areas in other departments; e.g. in Russian history, art, political science, economics, philosophy, theology, etc.

### Major in Slavic Studies (normal program):

- two Russian language courses beyond the level of Intermediate Intensive Russian;
- two courses on Russian literature;
- Old Church Slavonic or Old Russian or a second Slavic/East European language;
- two courses on Russian/Soviet/East European history;
- one course on Russian/Soviet philosophy;
- one course on Soviet/East European politics;
- one course on Soviet economics;

—two electives from an emphasis area in Slavic & East European studies.

An Honors A.B. in Slavic Studies automatically entails conferral of the proficiency certificate of the Center for East Europe, Russia, and Asia.

### Minor in Asian Studies:

- one course in Asian history;
- one additional course in Asian history or one course in Asian politics or diplomacy;
- two courses in an East Asian language (e.g. Chinese/Japanese) beyond the elementary level;
- two approved elective courses in Asian Studies from two of the following areas:

Art History (Fa), Philosophy (Pl), Theology (Th), Political Science (Po), Literature or a second language (Sl), or a directed senior research paper on an approved topic.

### Course Offerings

Courses offered annually are so marked; all other courses are offered as parts of varying course cycles, and information for any given year may be found in the Registrar's *Schedule of Courses*.

**Sl 003-004 Elementary Russian I/II (F: 4-S: 4)**

A course for beginners that stresses thorough training in Russian grammar, accompanied by reading exercises and elementary composition. Additional conversation and language-laboratory work required.

Offered annually.

*Michael J. Connolly*

*Lawrence G. Jones*

**Sl 009-010 Elementary Chinese I/II (F: 4-S: 4)**

An introduction to the speaking, reading, character writing, and comprehension of the modern Chinese literary language (Mandarin). Additional conversation and language-laboratory work required.

Offered annually.

*Ting Yueh-hung*

**Sl 053-054 Intermediate Intensive Russian I/II (F: 6-S: 6)**

A review of major difficulties in Russian grammar, extensive practice in the reading, translation, paraphrase and analysis of selected Russian texts, plus, in a special practicum, additional vocabulary work, grammar drills and conversation.

Students requiring only one of the two concurrent portions of this course may enroll under Sl 051-052 (Intermediate Russian I/II) or Sl 057-058 (Russian Practicum: Intermediate I/II) respectively. Offered annually.

*Michael J. Connolly*

*Lawrence G. Jones*

*Marina V. Kreps*

**Sl 061-062 Intermediate Chinese (F: 3-S: 3)**

Continuation of course work in spoken and written Mandarin Chinese and the development of specialized vocabularies for various fields of study.

*Ting Yueh-hung*



**SI 200 A Survey of Russian Literature (in translation) (F: 3)**  
Reading, analysis, discussion of representative works, authors and movements in Russian literature from the eighteenth century up to the present day. Lectures and readings in English. Offered biennially.  
*Lawrence G. Jones*

**SI 205 Tolstoy and Dostoevsky (in translation) (S: 3)**  
A comparative presentation of Russia's two major writers. Their different perceptions of reality, their views on art, civilization, Christian ethics, etc., are discussed in connection with their principal novels. Lectures and readings in English. Offered biennially.  
*Michael B. Kreps*

**SI 216 (En 552) Poetic Theory (S: 3)**  
Traditional and contemporary theories of prosody and metre will be described and analyzed within the framework of modern structural and generative approaches to language as well as from the viewpoint of (Russian) Formalism. Textual material will be mainly English, although students may present texts in any language for required papers.  
*Lawrence G. Jones*

**SI 221 (Th 198) The Language of Liturgy (S: 3)**  
The application of structural techniques to an analysis of liturgical form both in the poetic-religious context of the language of worship and in the more broadly based systems of non-verbal symbolism (music, gesture, vestments and appointments). Offered triennially.  
*Michael J. Connolly*

**SI 222 Classics of Russian Literature (in translation) (S: 3)**  
A survey of major works, authors, and movements in Russian literature from the twelfth century up to the Russian Revolution. Lectures and readings in English. Offered biennially.  
*Lawrence G. Jones*

**SI 227 Advanced Russian Grammar (F: 3)**  
Intensive reading of difficult Russian texts, translation from English into Russian, correct expository composition and a review of fine points of Russian grammar. Conducted in Russian. Offered annually.  
*Michael B. Kreps*

**SI 228 Spoken Russian (F: 3)**  
Practical phonetics and intonation, syntactic and stylistic characteristics of the spoken language, extensive conversational practice and speaking exercises. Conducted in Russian. Offered annually.  
*Marina V. Kreps*

**SI 230 Russian Literature of the Fantastic (in translation) (S: 3)**  
A study of grotesque, bizarre, surrealist, supernatural, and fantastic themes in a wide range of Russian short stories and novels by writers such as Gogol, Pushkin, Turgenev, Dostoevsky, Bulgakov, Leskov, Nabokov, and Sinyavsky, as well as in the genre of science fiction. Western literary

parallels in the works of E.T.A. Hoffman, de Maupassant, Poe, Kafka, and others. Readings and lectures in English. Offered triennially.  
*Michael B. Kreps*

**SI 233 (En 571) Applied English Grammar and Style (F: 3)**  
A review of English grammar on modern principles, including constituent and generative analysis, with a view to their application in the writing of clear English prose. Samples of various genres of literary style will be read and used as models for composition exercises.  
*Lawrence G. Jones*

**SI 238 The Languages of Programming (S: 3)**  
A complete course in the fundamentals of computer programming from a linguistic perspective, performed mostly on a VAX 11/780 using Digital Command Language (DCL), VAX-11 Basic V2, EDT and SOS editors, and DSR formatting, presented for students of literature, philosophy, languages, and other humanities disciplines. The course provides a complete coverage, with exercises, of the logical, mathematical, and operational concepts that underlie modern computing, followed by direct work in programming, including functions, file-handling, and conditions. Student are also involved in the use of utilities and special applications packages, and carry out extensive text-processing work and additional individual exploration with a second mid- to high-level language (e.g. Fortran 77, Pascal) or environment (e.g. microcomputing, IBM 4341). Offered triennially.  
*Michael J. Connolly*

**SI 240 The Contemporary Russian Novel (in translation) (F: 3)**  
A reading, in English, of major Russian novels of the twentieth century from Arcybashev to Solzhenitsyn; the development of the genre from realism through modernism. Lectures and readings in English. Offered biennially.  
*Michael B. Kreps*

**SI 307 Russian Drama (3)**  
A close study of selected works in this genre from Fonvizin through Tolstoj, Chexov, Blok and Majakovskij to the modern theatre. The structure of the drama and the techniques of the romantic and the realist will be examined. Lectures and readings will be entirely in Russian. Offered triennially.  
*Michael B. Kreps*

**SI 308 Dostoevskij and Tolstoj (3)**  
A study and analysis of realism in the works of two of Russia's most influential writers. Readings and selected criticism. Conducted in Russian. Offered triennially.  
*Michael B. Kreps*

**SI 311 (En 527) General Linguistics (F: 3)**  
An introduction to the history and techniques of the scientific study of language in its structures and operations: articulatory and acoustic phonology, morphological analysis, historical reconstruction, and syntactic models. Offered annually.  
*Michael J. Connolly*

**SI 316 Old Church Slavonic (F: 3)**  
The origins and development of the Slavic languages; the linguistic structure of Old Church Slavonic and its relation to modern Slavic languages illustrated through readings in Old Church Slavonic texts. Offered biennially.  
*Michael J. Connolly*

**SI 317 Old Russian (F: 3)**  
An intensive study of the grammar and philology of Old Russian and early East Slavic; readings in Russian secular and religious texts from the Kievan period through the seventeenth century; Russian Church Slavonic as a liturgical language. Offered biennially.  
*Michael J. Connolly*

**SI 320 Pushkin and Gogol' (3)**  
Close readings of the major works of Pushkin and Gogol' as well as related works of Lermontov. Individual literary techniques and styles are studied against the background of Russian romanticism and the transition to Russian realism. Conducted in Russian. Offered triennially.  
*Michael B. Kreps*

**SI 321 Turgenev and his Contemporaries (3)**  
The aesthetic and ideological values of Turgenev's works; Turgenev's role in literary circles of the mid-19th century in Russia and abroad. Students also explore writings of the period (e.g. Goncharov and Ostrovskij) for their polemical and ideological content. Conducted in Russian. Offered triennially.  
*Michael B. Kreps*

**SI 325 (En 528) Historical Linguistics (S: 3)**  
The phenomenon of language change and of languages, dialects, and linguistic affinities, examined through the methods of comparative linguistics and internal reconstruction. Offered triennially.  
*Michael J. Connolly*

**SI 327 Sanskrit (S: 3)**  
The grammar of the classical language of India, supplemented through reading selections from the classical literature and an introductory study of comparative Indo-Iranian linguistics. Offered triennially.  
*Michael J. Connolly*

**SI 328 Classical Armenian (S: 3)**  
A grammatical analysis of Armenian *grabar*, the classical literary language current from the fifth century A.D. Sample readings from the Classical Armenian scriptural, patristic, liturgical, and historical texts. Offered triennially.  
*Michael J. Connolly*

**SI 332 The Russian Short Story (3)**  
The development and structure of the Russian *rasskaz* and *povest'* from the sixteenth through the twentieth centuries. Readings in Russian. Offered triennially.  
*Lawrence G. Jones*

**SI 333 Introduction to the West Slavic Languages (S: 3)**  
A grammatical and phonological study of



a featured West Slavic language (Czech, Polish or Slovak), structural sketches of the other West Slavic languages, inductive readings in West Slavic texts. Offered biennially.

*Lawrence G. Jones*

**Sl 334 Introduction to the South Slavic Languages (S: 3)**

A grammatical and phonological study of a featured South Slavic language (Serbo-Croatian, Bulgarian, Slovenian or Macedonian), structural sketches of the other South Slavic languages, inductive readings in South Slavic texts. Offered biennially.

*Lawrence G. Jones*

**Sl 342 Seminar in Russian Poetry (3)**

Detailed study of the style, structure and thematic content of works from a selected group of Russian poets. Texts in Russian. Offered biennially.

*Lawrence G. Jones*

**Sl 343 (En 512) Old Irish (S: 3)**

A descriptive and historical examination of the linguistic features of Old Irish among the Celtic and Indo-European languages; the reading of Early Irish texts. Offered triennially.

*Michael J. Connolly*

**Sl 344 Syntax and Semantics (S: 3)**

An introduction to the concepts and operations of modern transformational-generative grammar and related models. Theories of meaning.

*Michael J. Connolly*

**Sl 348 Chexov (3)**

A close reading in Russian of some of Chexov's major prose, along with a survey of the critical literature on his works and a brief study of the influence of his style on later Russian writers. Offered triennially.

*Lawrence G. Jones*

**Sl 349 Advanced Russian Writing and Translation (S: 3)**

A study of the subtleties of Russian syntax, vocabulary and style through extensive analytic reading and through both imitative and original writing; the theory and practice of preparing refined translations both from and into Russian. Conducted in Russian. Offered annually.

*Michael B. Kreps*

**Sl 350 Advanced Practicum in Spoken Russian (S: 3)**

Effective use of the spoken language, including an introduction to simultaneous interpreting and the monitoring and transcription of Russian speech; specialized vocabularies. Conducted in Russian. Offered annually.

*Irina Agushi  
Marina V. Kreps*

**Sl 352 Russian Literary Humor and Satire (S: 3)**

A survey of theories of humor with readings from selected Russian satirical and comic literature from the 18th to the 20th century. Conducted entirely in Russian. Offered triennially.

*Michael B. Kreps*

**Sl 353 Romantizm v russkoj literature (F: 3)**

A study of Romanticism in Russian poetry, drama, and narrative literature of the 19th century. A close analysis of the features of this literary movement in works of Zhukovskij, Marlinskij, Pushkin, Lermontov and others. Romantic literature as a genre within a larger European framework.

Conducted entirely in Russian.

*Michael B. Kreps*

**Sl 354 Bulgakov, Pasternak, Solzhenicyn (S: 3)**

The religious, political, social and artistic features of eminent works among the voices of dissent in contemporary Russian literature, including *Master i Margarita*, *Doktor Zhivago*, and *Odin den' Ivana Denisovicha*.

Conducted entirely in Russian.

*Michael B. Kreps*

Other courses in the Department's repertoire, offered on a non-periodic basis include:

**Sl 011-012 Russian Practicum: Elementary I/II**

**Sl 051-052 Intermediate Russian I/II**

**Sl 057-058 Russian Practicum: Intermediate I/II**

**Sl 059 Readings from Russian Intellectual History**

**Sl 206 Language, Society and Communication**

**Sl 225 Russian Folklore (in translation)**

**Sl 226 Readings in Russian Short Prose**

**Sl 229 Specialized Readings in Russian Texts**

**Sl 231 Slavic Civilizations**

**Sl 232 A Survey of Chinese Literature (in translation)**

**Sl 234 The Polish Language**

**Sl 235 Chekhov's Plays and Stories (in translation)**

**Sl 236 A Survey of Polish Literature**

**Sl 237 Sounds of Language and Music**

**Sl 305 History of the Russian Language**

**Sl 312 The Indo-European Languages**

**Sl 314 Old Persian and Avestan**

**Sl 322 The Structure of Modern Russian**

**Sl 335 Early Russian Literature**

**Sl 336 Seminar in Soviet Literature**

**Sl 337 Comparative Slavic Linguistics**

**Sl 338 Tolstoj & Solzhenicyn**

**Sl 339 Semiotics and Structure**

**Sl 341 The Study of Russian Literature**

**Sl 351 Topics in Linguistic Theory**

**Sl 352 Russian Literary Humor and Satire**

Information on these courses and their availability may be received from the Chairman.

**Research Courses**

The following tutorials and courses of reading and research are intended solely for students who have exhausted present course offerings or are doing thesis work on advanced topics. The precise subject matter and scheduling are determined by

arrangement and such courses may be repeated for credit.

**Sl 390 Advanced Tutorial: Russian Language (3)**

*Michael B. Kreps*

**Sl 391 Advanced Tutorial: Russian Literature (3)**

*Lawrence G. Jones*

*Michael B. Kreps*

**Sl 392 Advanced Tutorial: Linguistics (3)**

*Michael J. Connolly*

*Lawrence G. Jones*

**Sl 393 Advanced Tutorial: Chinese (3)**

*Ting Yueh-hung*

**Sl 394 Advanced Tutorial: Slavic Linguistics (3)**

*Michael J. Connolly*

*Lawrence G. Jones*

**Sl 791 Russian Literature: Reading and Research (F: 3-S: 3)**

By arrangement

*Lawrence G. Jones*

*Michael B. Kreps*

**Sl 792 Linguistics: Reading and Research (F: 3-S: 3)**

By arrangement

*Michael J. Connolly*

*Lawrence G. Jones*

**Sl 794 Slavic Linguistics: Reading and Research (F: 3-S: 3)**

By arrangement

*Michael J. Connolly*

*Lawrence G. Jones*

## Sociology

### Faculty

**Visiting Professor Benedict S. Alper, A.B.,** Harvard University

**Professor Severyn T. Bruyn, A.B., A.M.,** Ph.D., University of Illinois

**Professor John D. Donovan, A.B., A.M.,** Boston College; Ph.D., Harvard University

**Professor William A. Gamson, A.B.,** Antioch College, A.M., Ph.D., University of Michigan

**Professor Lynda Lytle Holmstrom, B.A.,** Stanford University; A.M., Boston University; Ph.D., Brandeis University

**Professor David A. Karp, A.B.,** Harvard College; Ph.D., New York University

**Professor Ritchie P. Lowry, A.B., A.M.,** Ph.D., University of California at Berkeley

**Professor David Horton Smith, A.B.,** University of Southern California; A.M., Ph.D., Harvard University

**Professor John B. Williamson, Chairman** of the Department, B.S., Massachusetts Institute of Technology; Ph.D., Harvard University

**Associate Professor Charles K. Derber,** A.B., Yale University, Ph.D., University of Chicago

**Associate Professor Paul S. Gray, A.B.,** Princeton; A.M., Stanford University; A.M., Ph.D., Yale University

**Associate Professor Jeanne Guillemin, A.B.,** Harvard University; A.M., Ph.D., Brandeis University

**Associate Professor Sharlene J. Hesse-Biber,** A.B., A.M., Ph.D., University of Michigan



**Associate Professor Seymour Leventman**, A.B., Washington State College, Chicago; A.M., Indiana University; Ph.D., University of Minnesota

**Associate Professor Michael A. Malec**, B.S., Loyola University; M.S., Ph.D., Purdue University

**Associate Professor Stephen J. Pfohl**, B.A., Catholic University of America; M.A., Ph.D., Ohio State University

**Associate Professor Paul G. Schervish**, A.B., University of Detroit; A.M., Northwestern University; M.Div., Jesuit School of Theology at Berkeley; Ph.D., University of Wisconsin

**Assistant Professor Eve Spangler**, A.B., Brooklyn College; A.M., Yale University; M.L.S., Southern Connecticut State College; Ph.D., University of Massachusetts

**Assistant Professor Diane Vaughan**, B.A., M.A., Ph.D. Ohio State University

Program Description

The undergraduate program in Sociology is designed to satisfy the intellectual and career interests of students who are concerned about what is happening in their society and in their daily personal interaction. The program prepares students for graduate study in sociology, social work, urban affairs, governmental administration, criminal justice, the law, industrial organization, education, etc. The sociological perspective in general and the technical knowledge and skills developed in the program contribute to personal growth and are useful in a broad range of occupations.

*The Social Science Core requirement:* This requirement may be filled by taking any courses numbered Sc 001–Sc 100; the themes of these courses are concerned with the many groups that the individual forms—families, tribes, communities, and states, and a great variety of social, religious, political, business and other organizations that have arisen out of living together. A course number Sc 100 or below is a prerequisite for all higher numbered courses. When this prerequisite has been satisfied, higher numbered courses can fulfill the Social Science Core requirement.

*Requirements for the major in Sociology:*

- 1. *Principles of Sociology*, Sc 100, is the first required course and is a prerequisite for all upper level courses. NOTE: Introductory Sociology (Sc 001) can also fulfill this requirement, although *Principles* is preferred.
- 2. *Statistics* (Sc 200), *Sociological Theory* (Sc 215), and *Methods of Social Research* (Sc 210); these may be taken concurrently with the six required electives. It is recommended that Statistics be taken before Methods of Social Research.
- 3. Of the six electives, at least three must be Level III (courses numbered 300–699).

Concentration in the Program for the Study of Faith, Peace, and Justice

*Sociology Majors* may participate in the Program in the following way:

A. Majors must apply for and be accepted into the Program. They must take the course Un 160, The Challenge of Justice, preferably in their sophomore year.

This course and application procedures are described in the section of the *Bulletin* outlining the Program.

NOTE: *Nonmajors* are invited to consult with the Sociology Departmental Advisor to the Program regarding Sociology electives that satisfy the Program curriculum.

B. The general requirements for the major in Sociology must be fulfilled. Among these requirements are six electives, at least three of which must be at Level III (courses numbered 300–699). With the direction of the Departmental Advisor to the Program, students may choose to integrate a sequence of electives relevant to the Program such as:

- Aging and Geriatrics
- Anthropology
- Criminology, Deviance, Social Control
- Economic Development
- Economy and Society
- Gender Roles and Women’s Studies
- Medical Sociology
- Marxist Political Economy
- Minority and Race Relations
- Stratification, Inequality, Poverty

C. In the senior year, all Program participants are required to take a seminar in which they develop a project for presentation.

Course Offerings

Core

**Sc 001 Introductory Sociology (F, S: 3)**  
This is a Core course in the Social Science area designed to provide the student with sociological angles of vision and hearing and feeling as they pertain to his/her own life and the lives of others around them. Focusing on American society, the student will study and analyze the obvious and the not-so-obvious features of our changing social institutions and should acquire both new insights and new critical perspectives.

*The Department*

**Sc 022 Crime in America (F, S: 3)**  
An introductory course in criminology which seeks for an understanding of criminal behavior in today’s society. Subjects covered include: what crime is and what crimes are; the extent and cost of crime; theories of crime causation; the history and theories of punishment; victimology; crime prevention; the criminal justice process—police court, corrections, probation and parole.

*Benedict S. Alper  
Diane Vaughan*

**Sc 030 Deviance and Social Control (F, S: 3)**  
An exploration of basic issues in social deviance and social control. The development and control of deviant behavior, statuses and identities are examined in terms of the twin social processes of institutionalization and stratification. Major perspectives will be considered; mental illness, corporate and government crimes, drug use and alternate sexual life-styles will be discussed.

*The Department*

**Sc 041 (Bk 151) Race Relations (F, S: 3)**  
An examination of race and ethnic relations in a mass society with emphasis on the minority community, systems of power

and domination, racial and ethnic ideologies in relation to processes of social change.

*Seymour Leventman*

**Sc 049 Social Problems (S: 3)**  
This course systematically analyzes the nature of problems as the result of social and political factors. The aim is to develop a critical understanding of the scientific views and policy programs which shape people’s everyday lives. We will emphasize a political-economy perspective—that is, how the goal of profit-maximization of firms (the economic dimension) is the major influence in shaping the state (the political dimension) and the way people think (the ideological dimension).

*Ritchie P. Lowry*

**Sc 051 Power in Contemporary Society (S: 3)**  
This course examines the types of power in contemporary society (force vs. authority); forms of power (charismatic, traditional, legal-bureaucratic); and major historical changes (to knowledge and information manipulation). The special role of ruling elites and ruling classes in contemporary society is considered. Examples from political administrations, the CIA, the FBI, the military, local police, etc. are used. Major problems and possible responses, including the erosion of legitimacy, pluralist counter-trends, the redistribution of wealth, groupthink and aggression, the role of the multinational corporation in developing nations are considered.

*Ritchie P. Lowry*

**Sc 068 Education and Opportunity in America (S: 3)**  
This course offers a survey of American educational institutions from kindergarten to professional schools. It is focused on three major issues: 1) the subjective experiences of schooling as it is constructed by its participants; 2) the dynamics of educational organizations as bureaucracies; and 3) the relationships among class inequality, educational achievement and economic opportunity.

*Eve Spangler*

**Sc 081 The Social Animal (F: 3)**  
A first course in social psychology, this is the study of human behavior in group settings. Topics will include aggression, conformity, interpersonal attraction, prejudice, and other forms of human interaction.

*Michael A. Malec*

**Sc 083 Alienation in American Society (F: 3)**  
An examination of the concept of alienation; an examination of the theories of alienation. Utilizing varied theoretical perspectives, we will then examine particular conditions in modern industrial society that have led to man/woman’s estrangement and show some ways, both creative and destructive, in which men and women have responded to that estrangement.

*Sharlene J. Hesse-Biber*

**Sc 095 Society and Nuclear War (F, S: 3)**  
An integrated perspective on the threat and prevention of nuclear war. Assuming that education for prevention of nuclear war is one of the most important compo-



nents of a contemporary liberal arts education and that an inter-disciplinary perspective drawing on sociology, social psychology, political sociology, social psychiatry and social economy can provide a framework for understanding the origins of this critical problem and possible solutions, we will examine the development of the spiralling arms race and changing policy about nuclear war in relation to broader historical, political and societal events. The core of the course will be an examination of the current multi-faceted dimensions of the nuclear crisis, the consequences of nuclear war, and the debates regarding how best to prevent it. The effort will be not to avoid controversy but to provide students with the best education for approaching the contemporary debate.

*Charles K. Derber  
William A. Gamson*

## Required for Majors

### Sc 100 Principles of Sociology (F: 3)

The purpose of this course is to introduce students to the central concepts, theories and problems traditionally part of sociological inquiry. We will consider such topics as social stratification, deviance, intergroup relations, and complex organizations.

*Paul S. Gray*

### Sc 200 Statistics (F: 3)

An introduction to descriptive and inferential statistics. Topics include: measures of centrality and dispersion; association and correlation; probability and hypothesis testing. This course includes an introduction to the SPSSX data analysis package, which is on the BC computer system. The course does not demand a sophisticated math background.

*Michael A. Malec*

### Sc 210 Methods of Social Research (F, S: 3)

This course is designed to acquaint students with the range of research methods used in sociological investigations and to evaluate their strengths and weaknesses; to understand some of the basic problems involved in the collection and analysis of data and to provide a more in-depth treatment of field research techniques; and finally, to give students first-hand experience in carrying out a research project.

*Sharlene J. Hesse-Biber  
David A. Karp*

### Sc 215 Sociological Theory (F, S: 3)

The development of theory from the beginning of the 19th century to the present.

*Seymour Leventman  
Eve Spangler*

## Electives

NOTE: A course numbered 100 or below is a prerequisite for any course numbered 101 or higher.

### Sc 116 (Bk 162) African Society and Literature (S: 3)

This course will examine the works of a number of modern African novelists from a sociological and historical point of view. Topics to be covered include the African writers' account of the precolonial and

colonial period, the independence struggle and the experiences of the independent African republics. Some prior knowledge of sociology and history would be useful to the student.

*Eve Spangler*

### Sc 123 Juvenile Delinquency: Children in Trouble, Children in Court (F: 3)

Topics to be covered include: the special attributes of youth; historic attitudes toward childhood and adolescence; the specialized procedures of the juvenile court and corrections, theories and causation of delinquency, the female offender, prevention of delinquency, with special reference to community modes of treatment. A visit will be arranged to a juvenile court session.

*Benedict S. Alper*

### Sc 127 Childcare and Corrections I (F: 3)

This two-semester course includes the theory of therapy used in the care of children, including the emotionally disturbed, classroom work, and at least 15 hours per week field experience and training in a children's treatment center. Close supervision will be given to a journal and to the field experience. Written permission of instructor is required.

*Johan Westerkamp*

### Sc 128 Childcare and Corrections II (S: 3)

The second semester is a continued exploration in therapeutical practices. Special attention will be given to comparative treatment centers as well as case preparation for treatment conferences. Written permission of the instructor is required.

*Johan Westerkamp*

### Sc 135 Sociology of Nonviolence (S: 3)

We will examine the political theory of nonviolent action, based on the case studies of Gene Sharp, and link it with a systematic review of the social movements based on the ethical principle of nonviolence. We will also study the sociological mechanisms of nonviolence and look in detail at the history of major figures in this field such as Mohandas K. Gandhi, Martin Luther King, Cesar Chavez, Perez Esquivel, Lanza del Vasto, Danilo Dolci, Dom Helder Camara, Dorothy Day and others.

*Severyn T. Bruyn*

### Sc 137 Population and Ecology (S: 3)

A study of the problems related to the interrelationship between population processes and the physical and social environment; historical and present day trends in population growth with special emphasis on third world countries; international and internal migration; sex, race, and class differences in fertility and mortality.

*Sharlene J. Hesse-Biber*

### Sc 154 Sociology of Medicine (F: 3)

The organization of medical care; the structure of the professions providing medical services (education and training, professional associations, competition between various professional groups); client-professional relationships, and the structure of hospitals and clinics.

*Lynda Lytle Holmstrom*

### Sc 155 (Ed 272) Sports in American Society (S: 3)

By looking at sport from a sociological perspective we will see that it is more than fun and games; it shapes and reflects our values; it is becoming—and increasingly so—a big business; it supports and distorts our schools; it brings us together and it divides us from each other. We will look at all these topics and more.

*Michael A. Malec*

### Sc 163 Women at Work (S: 3)

This course is designed to provide students with an overview of economic participation by women, past and present: the issues arising from women's increased participation in the labor force; the scope of paid and unpaid work performed by women throughout history; the concept of "work" and its unique application to women; minority women, blue collar women, white collar workers, housewives, and the particular problems each has faced; the dual career family and its implications for the future organization of the economic sphere to accommodate the needs of working couples. The format of the course will be lectures, class discussions, films and guest speakers. The enrollment of men in the course has resulted in open and lively discussions of various contemporary issues.

*Sharlene J. Hesse-Biber*

### Sc 180 Social Psychology (F: 3)

This basic course in social psychology focuses on the behavior of individuals in a variety of everyday social situations. How persons influence group processes and how groups affect persons' behavior will both be emphasized. Among topics considered are: socialization, identity, impression management, stereotypes, attitude change, aggression, conformity, interpersonal attraction, and other forms of human interaction. Dynamics and culture of small groups will be investigated. Social psychology introduced and compared will include Psychoanalysis, Social Learning, Theory, Gestalt, and Symbolic Interaction.

*David H. Smith*

### Sc 181 Urban Life and Culture (F: 3)

An examination of the central images that have dominated social scientists' view of city life. The question that will guide our effort asks: "How do persons give meaning to, adapt to, and make intelligible their lives as city dwellers?" Special attention to gaps, omissions or deficiencies in traditional theoretical explanations and substantive features that have been relatively neglected in the literature on urbanism.

*David A. Karp*

### Sc 184 Sociology of the Legal Profession (F: 3)

This course in the area of the sociology of occupations/professions is of particular interest to students who are "thinking about" or are committed to law school and a legal career. Against a background of some conceptual considerations regarding the professions, the course studies the evolution of the legal profession in the United States. Special attention is then given to the social and psychological characteristics of those seeking admission to law schools, to the structure of legal education, to the



academic and social processes involved in "making a lawyer" and to the selective processes that operate in the choice of a first job. Attention is also given to the work cultures of different types of lawyering, to the changing structures of the legal profession, and to some of the current and developing problems confronted by American lawyers.

*John D. Donovan*

**Sc 188 Sociology of Organizations (F: 3)**

This is an introductory course that will be divided into two parts. The first part will focus on organization structure and internal processes, and how these factors affect the organization's ability to meet its goals as well as how they affect the lives of the organization members.

The second part of the course will focus on organizations within the context of their environment. How does the environment affect the organization, and how do organizations affect and manage their own environments?

*Diane Vaughan*

**Sc 225 (En 125) (Ps 125) Introduction to Feminism (F, S: 3)**

A course taught by student-teams under faculty direction to acquaint students with a large range of academic and "life experience" topics which have been affected by the Women's Studies scholarship. After a preliminary meeting the class divides into 12-14 person seminars which meet once a week to discuss and study such issues as women's history, feminist theory, sex roles and socialization, gender and health, religion, work, literature and essays by and about women. The course emphasizes participation and collective work on projects.

*Marianne LaFrance*

**Sc 242 (Bk 242) Black Women and Feminism (F: 3)**

An examination of the Black woman's involvement in the feminist movement, and of her resulting dilemma. The course will explore the issues of double discrimination, the matriarchy, over-achievement, male/female relationships, and fear of success. These themes will make the connections between the political priorities Black women must set when forced to choose between gender and race. A survey of the relationship between the Suffragette and other major American women activist organizations and Afro-American women will be offered. In understanding the complications of Black women seeking to attain their true womanhood, students will gain insight about how that impacts on the process of all American women.

*Amanda Houston*

**Sc 250 (Pl 259) (Th 248) Perspectives on War, Aggression and Conflict Resolution (F: 3)**

An exploration from an interdisciplinary perspective of various alternatives to war, evaluated on the basis of both practical and ethical criteria. Topics include ethics of war and conflict, mutual deterrence, arms control and disarmament, economic conversion, world government, regionalism, and nonviolent resistance.

*Rein A. Uritam*

**Sc 251 (Pl 269) (Th 250) Perspectives on War, Aggression and Conflict Resolution (S: 3)**

*Rein A. Uritam*

**Sc 268 (Bk 268) (Pl 268) The History and Development of Racism (F, S: 3)**

A survey of the historical forms which racism has assumed in the United States and an identification of past and present strategies employed in opposing racism. Particular attention given to the "web of urban racism."

*Horace Seldon*

**Sc 278 (Bk 278) The American Labor Movement and the Black Worker (F: 3)**

This course will examine the intricate relationship between Black workers and the organized labor movement, the love-hate affiliation between labor unions and civil rights organizations, on the one hand, and their unity of purpose on the other; the successes and failures encountered.

Issues covered will include the development of separate Black labor movements, the use of Black workers as strike breakers, President Roosevelt's Executive Order 8802 in June 1941, and the present involvement of Blacks in the new municipal and white collar unions. In-depth attention will be given to the opposing philosophies of Booker T. Washington and W. E. B. DuBois, and the resulting impact upon the Black worker in America.

*Amanda Houston*

**Sc 279 (Bk 281) American Labor and Civil Rights (S: 3)**

The social and economic conditions of black wage earners will be studied, with emphasis on the patterns of discrimination in basic sectors of the economy, the dual problems of race and sex encountered by black women, the success and/or failure of affirmative actions, together with the historical backgrounds covering the events, issues, and relationships of black workers.

*Amanda Houston*

**Sc 299 Reading and Research (F, S: 3)**

Independent research on a topic mutually agreed upon by the student and professor. Professor's written consent must be obtained prior to registration. *This is not a classroom course.*

*The Department*

**Sc 327 Childcare Supervision I (F: 3)**

This two-semester course aims to develop theory, methodology and analysis of supervising attitudes and procedures in the childcare and corrective field. Designed for those who have taken Sc 127 and Sc 128, the course is also open to students who have equivalent backgrounds.

*Permission of instructor is required.*

*Johan Westerkamp*

**Sc 328 Childcare Supervision II (S: 3)**

*Permission of instructor is required.*

*Johan Westerkamp*

**Sc 334 Critique of the Criminal Justice System (F: 3)**

This course aims to present students interested in law, with a critical examination of the procedures in the criminal court, including arrest, jail and bail, the role of judge and jury, the adversary process, plea bargaining, mediation, restitution and victims' compensation, conviction and sent-

encing, probation, pardon and parole. Court visits and interviews with, and lectures by practitioners in the field, will be scheduled. *Jointly offered by the Department of Sociology and the faculty of the Boston College Law School.*

*Benedict S. Alper*

**Sc 338 Probation: Theory and Practice, I (F: 3)**

This course provides students an opportunity for field work experience as volunteer interns in the Probation Office at a nearby District Court, where they serve as court aides and assistants to judges and to adult juvenile probation staff. *A minimum of ten hours of service is required, together with appropriate readings and the keeping of a journal. Students are urged to plan to take the course during both semesters in order to derive maximum benefit from the experience. Written permission of instructor is required.*

*Benedict S. Alper*

**Sc 339 Probation: Theory and Practice II (S: 3)**

*Written permission of instructor is required.*

*Benedict S. Alper*

**Sc 340 Internship in Human Services (S: 3)**

An academic review, based on experiences in work settings such as a probation office, social service or social policy agency, childcare facility, etc.

Junior/Senior standing required. Work settings may be coordinated with other on-campus offices, such as PULSE or Career Planning.

*Michael A. Malec*

**Sc 378 Introduction to Social Work (F, S: 3)**

A broad survey of the field of social work, starting with a brief discussion of human behavior. We then deal with individuals, groups and communities. In addition to a consideration of social work methodology, we will examine the historical roots, value foundations and *modi operandi* of the settings in which social work is practiced.

*Dwight Adams*

**Sc 399 Scholar of the College (F: 3-S: 3)**

*The Department*

**Sc 412 Introduction to Computer Social Research (F: 3)**

The purpose of this course is to familiarize students with the use of the computer for data handling. It seeks to impart an understanding of the ways by which a computer can be used to store and prepare data for analysis. The emphasis in this course is on the logic of data manipulation rather than on the nature of computer hardware and software or on how to write original programs using various computer languages. A variety of prepared computer packages will be taught (including IEBGEM, SPSSX, and SCSS) as a means for data handling. The course is particularly suited for students majoring in fields in which data handling will become increasingly important, e.g., computer science, social science, business, nursing, social work, and education.

*Paul G. Schervish*



**Sc 422 Topics and Issues in Criminology (F, S: 3)**

This independent study course provides the students an opportunity to engage in a variety of projects (limited only by their interest and imagination) in both field and library research or as volunteer interns in a program or agency concerned with any aspect of crime and delinquency. Approval will be given to any well-planned project which the student may care to pursue, after a review of the project by the instructor and periodic evaluations thereafter of student progress. *Written permission of instructor is required.*

*Benedict S. Alper*

**Sc 452 Quest for Social Justice (S: 3)**

This mixed-level graduate/advanced undergraduate course examines the relationships among changing conceptions of injustice and justice, the social order, social problems, challenges to the existing social order, social change processes, and social control mechanism. There will be some special attention focused on the rise of certain social problems and new conceptions of social justice as necessary conditions of the initiation of social change attempts, with social control mechanisms attempting to maintain the existing order, even in periods of rapid change. The central thrust of the course will be concern with the process of challenging an existing social order through political action. Social movements and social movement organizations play a crucial role, usually, in the challenge and change process and will receive appropriate attention. Varying social justice issues such as sexism, ageism, racism, elitism, consumer rights, gay rights, etc. will be considered as examples, but with varying emphases from year to year.

*David H. Smith*

**Sc 491 (Bk 491) Modernization and Development (S: 3)**

The course presents several theories of social, political, and economic development in the context of explaining events in Asia, Africa, and Latin America. Emphasis is placed on the part played by emerging institutions: parties, bureaucracies, trade unions, armies—in meeting the challenges of dependency and modernization.

*Paul S. Gray*

**Sc 495 Ireland: Society in Transition (S: 3)**

A case study of the processes, prospects, and problems that accompany modernization. Ireland is somewhat unique in this context because it is not the usual Third World nation experiencing modernization. Rather, it is a "late bloomer" surrounded by already modernized nations. The Irish case is analyzed against a necessarily brief historical sketch of 19th and early 20th century developments. More detailed attention is given to the investigation of the structures and significance of more recent change in the demographic, political, and economic, educational, and religious institutions. The reality and the importance of the Northern Ireland-Republic of Ireland situation is briefly acknowledged.

*John D. Donovan*

**Sc 511 Fieldwork Methods (S: 3)**

This is a course in the theory and practice

of fieldwork. During this term you are asked to: learn something about the history and tradition of fieldwork; read examples of field studies and how others have done them; develop and sharpen your observation and analytic skills; complete three fieldwork exercises and keep a journal; share your experiences with other students; plan a project of your own in a local setting.

*Paul S. Gray*

**Sc 513 Evaluation Research (S: 3)**

A pragmatic and analytic overview of how evaluation is done, whether of projects, programs, or whole agencies and organizations. It assumes a knowledge of social science methodology and statistics to some significant degree (at least one course in social science research methods and in statistics, preferably at the graduate level). We will focus on the use of various research approaches in evaluation, the role of evaluation, metaevaluation, and other issues.

*David H. Smith*

**Sc 515 Women in Capitalist and Third World Economies (S: 3)**

Until recently sociological studies of work devoted little attention to women. Similarly, theoretical analyses of work processes and structure have presented models of the work-world of men. This course provides an up-to-date description of women's market and non-market activities, their rewards and their problems. We will explore current theoretical and empirical research of work rules of women. We will analyze the gender inequalities among different sectors of the labor market, and how these are affected by the international division of labor.

*Sharlene J. Hesse-Biber*

**Sc 518 Seminar in Symbolic Interaction (S: 3)**

Students will read and discuss selected works of writers working broadly within a symbolic interactionist frame of reference. Attention will be given to the development of symbolic interactionist thought especially, but the general concern of the seminar will be on "conceptions of interaction and forms of sociological explanation." Writers to be discussed might include: Blumer, Garfinkel, Goffman, Mead, Weber, etc.

*David A. Karp*

**Sc 521 The Rip-Off Society (S: 3)**

A critical inquiry into some of the illegal, inequitable and unethical practices of some of the major institutions in contemporary society, such as: the health industry, government, the military, banking, pharmaceuticals, the intelligence community, the defense industry, taxation, multi-nationals, the media, monopoly and anti-trust laws. Students will present the papers for discussion in the seminar.

*Benedict S. Alper*

**Sc 526 Legal and Illegal Violence Against Women (S: 3)**

This course will analyze the use of violence and of the threat of violence to maintain the system of stratification by gender. The focus will be on rape, incest, spouse abuse, and related topics. Strategies for change will also be discussed.

*Lynda Lytle Holmstrom*

**Sc 529 Family, Singlehood, and Gender (F: 3)**

This course analyzes both the family and singlehood with particular attention to the family and the broader society, changing roles for men and women, the family and the life cycle, and alternatives to the present-day family.

*Lynda Lytle Holmstrom*

**Sc 531 Perspectives on Deviance and Social Control (F: 3)**

An advanced introduction to the sociological study of deviance and social control. A critical examination of the dominant theoretical imagery, research strategies and practical control policies which have, at various points in time, captured the theoretical imagination of western society.

*Stephen A. Pfohl*

**Sc 532 Images and Power (S: 3)**

A critical examination of contemporary image making. An exploration of the social production, meaning and uses of art in modern and post-modern society. Particular attention to the relationship between visual imagery and the politics of class, race and gender; art in the age of mechanical reproduction (i.e., photography, film and video); sex and reproduction in the age of mechanical art; the avante-garde and "anti-art," dada and the like.

*Stephen A. Pfohl*

**Sc 549 Social Problems Theory and Social Policy (S: 3)**

Starting with the assumption that most previous social programs have failed for a variety of reasons, this seminar will explore the reasons for failure and possible alternative responses. For example, existing social theory may be inadequate or lacking. Social programs may become politicized. Special programs may create greater problems than those which they were designed to resolve. Are there new, more democratic, and responsive ways of building social policy in order to assist people to cope with and respond to the problems influencing them? The seminar will share experiences and views concerning these issues.

*Ritchie P. Lowry*

**Sc 550 Important Readings In Sociology (S: 3)**

Members of the seminar will read and discuss a number of books generally considered significant in the development of sociology. Throughout the semester discussion will center on the characteristics of these important researches. Each work will be analyzed in terms of its general contribution to sociology and its place within the development of particular areas.

*David A. Karp*

**Sc 555 Senior Honors Seminar (F: 3)**

*The Department*

**Sc 556 Senior Honors Thesis (S: 3) or (S: 6)**

*The Department*

**Sc 565 Organizational Misconduct and Control (S: 3)**

This course will focus on the *origin* and *control* of misconduct by organizations: by units of government, nation-states, non-



profit and profit-seeking organizations. We will use the concepts of organizational behavior to see how misconduct and its control are related to (1) the environment; (2) the organization itself; and (3) government regulators.

*Diane Vaughan*

**Sc 567 Social Economy Practicum (F: 3)**  
Utilizing their studies in Organizational Democracy (Sc 566), students will do field-work and/or internships. The focus of class discussions will be on the following: ethical dilemmas of combining social action and social research, the role of consultants and change agents, grounding of appropriate methodologies in workplace settings, and the systematic development of career paths as interns in various settings.

*Paul S. Gray*

**Sc 570 Political Sociology (S: 3)**  
The purpose of this course is to increase your understanding of social and political conflict and how it is related to political institutions. We will explore the meaning of the central concepts of power, influence, social control, authority, trust, efficacy, and mobilization for collective action. We will also analyze social movements and social movement organizations, and the nature of political consciousness.

*William A. Gamson*

**Sc 574 American Culture and Social Structure (F: 3)**

An examination of America as a mass culture and society; its institutions, cultural values and norms, and national character including its heroes, deviants, and basic personality types. Special emphasis is given to social change and the Vietnam decade.

*Seymour Leventman*

**Sc 578 Corporate Responsibility and Social Policy (F: 3)**

The seminar will consider the following kinds of related topics: a sociological analysis of the changing financial markets, ethical/social/strategic investing, corporate social responsibility, alternative economics and investments. We also will consider how to read economic corporate reports, where to find corporate social information, how to construct a socially responsive portfolio, and how to combine social and economic judgments in the investment process.

*Ritchie Lowry*

**Sc 582 The Transition to Socialism (S: 3)**  
The purpose of this course is to review the major theoretical and conceptual issues of the transition from capitalism to socialism. It does so within the neo-Marxist framework. While based on the fundamental insights of Marx, the neo- or critical-Marx perspective incorporates both the historical developments in capitalism and socialism since Marx's time and the theoretical debates with nondogmatic Marxist theory. In the first part of the course we will study a range of theoretical and conceptual issues and in the second part we will explore a number of concrete historical instances of the transition to socialism (e.g., the Soviet Union, Sweden, and Cuba).

*Paul G. Schervish*

**Sc 597 Work and Personality in the Middle Years (S: 3)**

This elective course describes and analyzes the distinctive, but largely unrecognized, social and psychological processes that characterize what is generally defined as the "middle years" of the life cycle. The changes in life situations experienced during these years, their meanings in terms of personal identity, family and work, the relevance of the cohort effect (the historical timing of their earlier life experiences) on the lives of middle-years sub-groups; these and other related topics and their variations by race, sex, and culture are examined.

*John D. Donovan*

**Sc 665 Sociology of Law: Who's in Charge Here? (S: 3)**

*Prerequisite:* Sc 001 or Sc 100

This course is designed to be a survey of the American justice system both from the point of view of the people who work within it and the larger society. Topics discussed are: the origins of legal institutions, the relationship between different types of societies and different types of legal systems, the role of legal institutions in maintaining social order, the usefulness of legal institutions for promoting social change and social justice. In particular, this course stresses that the justice system is what the people who work within it make it. Therefore, there is considerable emphasis on a study of the occupations which comprise the legal system: legislatures, judges, lawyers, policemen, prison guards, probation and parole officers, prison chaplains, forensic psychiatrists, etc.

*Eve Spangler*

**Sc 666 Economy and Society (S: 3)**

An examination of the relationship between the structure of society and the nature of the economic system. Particular attention will be given to an analysis of the economic and class dynamics in American society and alternative forms of social organization to carry out economic activities.

*Severyn T. Bruyn*

**Sc 670 (Mc 670) (Pl 670) Technology and Culture (F: 3)**

This course examines the philosophical, psychological, social, scientific and economic sources, impact and direction of modern technology, focusing upon the effects on the individual, society in general and on organizations. Students should expect to raise and analyze significant issues in these areas. An elementary understanding of some aspect of applied modern technology (e.g., computers, nuclear energy, artificial intelligence, mass communications, etc.) and an interest in where society is, and is going, by virtue of this burgeoning technology is a prerequisite.

*William Griffith*

## Speech Communication and Theatre

### Faculty

**Associate Professor Donald Fishman**, Chairman of the Department  
B.A., University of Minnesota; M.A., Ph.D., Northwestern University

**Associate Professor Joseph M. Larkin, S.J.**,  
A.B., Boston College; A.M., Catholic University of America; S.T.B., Weston College

**Associate Professor J. Paul Marcoux**, Assistant Chairman of Department  
B.S., Fitchburg State College; M.Ed., Boston University; Ph.D., Northwestern University

**Associate Professor Marilyn J. Matelski**,  
A.B., Michigan State University; A.M., Ph.D., University of Colorado

**Associate Professor Dorman Picklesimer, Jr.**, A.B., Morehead State University; A.M., Bowling Green State University; Ph.D., Indiana University

**Assistant Professor Elena Ivanova**, M.F.A., University of Leningrad

**Assistant Professor Donald L. Hurwitz**,  
A.B., Sarah Lawrence College; Ph.D., University of Illinois

**Instructor Ann Marie Barry**, B.S., M.A., Salem State College; M.S., Ph.D. (cand.), Boston University

**Instructor James F. Kenny**, B.A., Montclair State College; M.S., Syracuse University

**Instructor Cathy Packer**, B.A., University of North Carolina; M.A., University of Minnesota.

**Lecturer Gail Ann McGrath**, A.B., Heidelberg University; A.M., Bowling Green State University

### Program Description

The Department of Speech Communication and Theatre offers major programs for undergraduates in three main areas: Communication Studies, Theatre Arts, and Speech-Language Pathology and Audiology.

Majors in Communication Studies must complete eleven courses (33 hours) in their program of study. Sa 050 Formal Speaking in Public, and Sa 106 Principles of Communication are required for all students. Majors are expected to complete the remaining nine courses in the four major areas of the curriculum: (1) Personal Development, (2) Theory, (3) Mass Media Production, (4) Media Criticism. Qualified students are encouraged to assume partial internships at radio and television stations, or at magazines, newspapers, and advertising and public relations agencies. The internship program is open to all students who have achieved a cumulative grade point average of 3.0 or better, and who have completed the proper course work. Qualified majors usually begin their internships in the first semester of their senior year.



The Theatre program in the Department is designed to introduce students to a wide range of knowledge associated with acting, directing, set design, and the theory, history, and criticism of theatre. Sa 075, Sa 076, Sa 143, and Sa 144 are required courses for all theatre majors. The remaining 21 credit hours may be selected from the following four areas in the curriculum: (1) Performance, (2) Theatre Production, (3) Theatre History, Criticism, and Literature, (4) Advanced Theatre courses. At least 2 courses must be chosen from the Performance Area, and the student must have junior status before enrolling in the Advanced Theatre courses. It is strongly urged that majors meet with a faculty advisor in theatre as early as possible. Such meetings are designed to discuss curricular options, extra-curricular activities and career opportunities. Majors may pick up a complete description of the 4 curricular areas from a theatre faculty member or in the Departmental office.

Theatre majors are usually actively involved in the Boston College Dramatics Society, an organization which serves as the production arm of the University Theatre. Participation in the Dramatics Society as members of the cast, crew, and staff is expected of all theatre majors.

It should be noted that only certain theatre courses may be used to meet University Core curriculum requirements in the humanities. These are: Sa 070, Sa 075, Sa 076, Sa 077, Sa 141. Consultation with Department Faculty is recommended regarding these and related matters.

The Department also offers a course sequence in Speech-Language Pathology and Audiology. The sequence begins with Sa 171 Introduction to Speech-Language Pathology and Audiology and culminates with a clinical practicum for students in either the College of Arts and Sciences or the School of Education. Students interested in pursuing this concentration should consult academic advisors within their major departments. This program is a graduate school preparatory curriculum.

## Course Offerings

### Speech Communication Basic Theory and Performance Courses

#### Sa 025 Introduction to Communication (F: 3)

This is a survey course designed to introduce students to the four main divisions in communication studies. Attention will be devoted to pivotal concepts in oral communication and the practical application of theoretical concepts. Open to freshmen only.

*The Department*

#### Sa 050 Formal Speaking in Public (F, S: 3)

This course is intended to be an introduction to the theory, composition, delivery, and criticism of speeches. Attention is devoted to the four key elements of the speech situation: message, speaker, audience, and occasion. Emphasis in the course also is given to various modes of speaking and a variety of speech types, such as per-

suasive, ceremonial, and expository addresses. This is a performance as well as theory course. This course is required for all communication majors.

*The Department*

#### Sa 103 Influence and Action: Elements of Persuasion (S: 3)

How and why audiences are persuaded to accept a speaker's viewpoint with experience in applying principles to classroom speaking situations.

*Donald Fishman*

#### Sa 104 Interpersonal Communication (F, S: 3)

This course is based upon the premise that most of the communication in which people engage is interpersonal rather than public. It relates more closely to the day-to-day communication needs of contemporary society. Student participation in this course ranges from dyadic (one to one) communications to formal situations. The course is divided into three sections: (1) know self, (2) know others, and (3) know the message. Both verbal and non-verbal communication techniques stressed.

*Dorman Picklesimer, Jr.*

#### Sa 106 Principles of Communication (F, S: 3)

This course is designed to explore recent findings in communication theory. Emphasis in the course will be placed upon approaches to theory-building and theories of mass communication. Special attention also will be given to the principles of broadcast regulation, media and social change, and theories of group communication. This course is required for all communication majors.

*Donald Fishman*

#### Sa 107 Voice and Articulation for the Electronic Media (F, S: 3)

Especially designed for students interested in radio and television performance, this course focuses on all aspects of voice production. Attention will be given to clear and accurate articulation which observes the General American standard, rate, pitch, intensity, and tone. Extensive use will be made of tape recordings for practice, self-analysis, and instructor evaluation. The International Phonetic Alphabet will be employed as the basic tool.

This course is not appropriate for individuals with specific speech handicaps. It is designed to develop a level of vocalization acceptable for the professional.

*Gail Anne McGrath*

### Advanced Courses

#### Sa 206 Group Dynamics (S: 3)

This course concentrates on the problem-solving process using the group discussion method. While both sociological and psychological aspects are considered, the emphasis in the course is on group and interpersonal communication techniques. Attention is given to participation and leadership in problem-solving and policy-making discussions.

*Dorman Picklesimer, Jr.*

#### Sa 212 Freedom of Speech, Press and Association (S: 3)

Students will survey limitations on free expression which are operative in Ameri-

can society, and consider the historical, philosophical and legal background of such limitations. Attention is focused on the free speech theories which have emerged in the 20th century decisions of the U.S. Supreme Court. During these years of political disputes and economic crisis, the individual's freedom of expression in the public forum will be investigated. The course will concentrate on political dissent and human rights in the U.S. and abroad, free press, fair trial and whether TV cameras and newsmen should appear in courtroom trials, shield laws and newsmen's privileged protection of confidential sources of information, executive and legislative immunity and secrecy in all branches of government, and the policy implications of the conflict between the Privacy Act and the Freedom of Information Act. Attention will also be given to public access to the media, equal time, free time and the fairness doctrine, defamation of character, and invasion of privacy with an emphasis on advertising law in these areas. Reading of two major textbooks and extensive class handouts will be required.

*Cathy Packer*

#### Sa 213 Media Law (S: 3)

This course will examine the constitutional and regulatory framework controlling the electronic media. Emphasis will be placed on the philosophical premises underlying the system of freedom of expression as well as the current operational difficulties. Attention will be focused on topics dealing with (1) legal protection in broadcasting news and opinion (2) the right of access to the media (3) standards for judging the public interest (4) cable television.

*William Rooney*

#### Sa 216 The Reporter and the Law (F: 3)

This course is designed to educate future professional communicators in their legal rights to gather, prepare, and disseminate news and public information and to suggest guidelines for ethical practice. Major U.S. Supreme Court cases in the areas of libel, privacy, and access to information, among other areas of the law, are examined.

*Cathy Packer*

### The Mass Communication Media

#### Sa 320 Mass Media in the 20th Century (S: 3)

This survey course will examine the nature, scope, and function of the mass media in America. Attention will be placed on both print and the electronic media, and an attempt will be made to formulate rhetorical interpretations about the impact of the media on various segments of American life. Special emphasis in the course will be devoted to international issues, propaganda, and differences between new and old journalism. Consideration also will be given to the broader themes that are raised by transformations in the media during the 1980s.

*Marilyn Matelski*

#### Sa 321 Introduction to Radio (F, S: 3)

Areas to be studied include: history of radio, the Federal Communications Commission, broadcast law, radio station operation and radio programming. Practical experi-



ences center on audio production and performance, newswriting, and commercial writing.

*Marilyn Matelski*

**Sa 322 Introduction to Television (F, S: 3)**

Areas to be studied include: history of television, the Federal Communications Commission, broadcast law, television station operation and television programming. An important part of the course is television production and performance.

*James Kenny  
William Stanwood*

**Sa 323 Introduction to Journalism (F, S: 3)**

An introduction to reporting for the print media, this course examines (1) techniques of interviewing and observation (2) the news value of events (3) and the organizational forms and writing styles used by newspapers. Course work includes weekly story assignments. Students will be expected to leave campus to pursue a story and to read a newspaper daily.

*Maureen Goss  
Cathy Packer*

**Sa 324 Introduction to Public Relations (F, S: 3)**

This course is designed to be an examination of the technical, counseling, and planning elements in public relations. Attention in the course will focus on public relations campaigns, non-profit public relations, and the often complex relationship between management strategies and promotional objectives. Emphasis also will be placed on developing proper writing techniques for public relations. Included among the writing assignments will be a press release, planning statement, contact sheet, and a press kit.

*Laurence Barton*

**Sa 332 Broadcast Writing (F, S: 3)**

Writing of various types of materials for broadcast use. The course will emphasize those skills necessary for entry level positions which require writing skills. Types of continuity to be studied will be news, commercial copy, and dramatic writing for both radio and television. The role of the writer in a production will also be discussed.

*Patricia Delaney  
James Kenny*

**Sa 333 The Television Documentary**

This course explores the past 25 years of documentaries, news specials and investigative reports on television. As we view in class several examples from the vaults of CBS, NBC, ABC and the public broadcasting network, we will be concentrating on three areas: the changing history of style and content in TV documentaries, a survey of the process of the making of a TV documentary, and the art of analyzing and critiquing a TV documentary. Written reviews will be required. We will also be examining the genesis of one independently-made film in a guest lecture.

Not offered 1985–1986

*The Department*

**Sa 337 Propaganda and Crisis Reporting (F: 3)**

This course explores two distinctly different approaches towards the gathering and reporting of the news: The means by which Western news reporters cover major international crises (Lebanon, political assassinations, the Cuban Missile Crisis), and how governments with different ideologies report news with a slant. (U.S. coverage of Pearl Harbor, the work of Goebbels and Hitler, Modern Chinese and Soviet news operations). Classes use selected historical events as well as current affairs. Readings are from a number of books, newspapers, and journals. Among the readings are materials from Philip Knightly's *The First Casualty* and Theodore White's *In Search of History*.

*Laurence Barton*

**Sa 338 Public Affairs Reporting (F: 3)**  
*Prerequisite:* Sa 323 Introduction to Journalism

This course is designed to teach students to gather information on and write about public affairs topics for the print media. Story topics will include local government, education, business, criminal justice, science, sports, and the arts. Students will gather information from public meetings, public records, interviews, and secondary sources.

*Cathy Packer*

**Sa 339 Advertising Law (F: 3)**

This course concentrates on the legal and regulatory framework within which the field of advertising attempts to function. It includes four units entitled: (1) How to Incorporate an Advertising Agency, (2) Warranties and Deceptive Advertising, (3) False and Deceptive Advertising, and (4) Commercial Speech. The first unit discusses the legal apparatus involved in establishing and maintaining an advertising agency. The second unit addresses the problem of contractual and tort liability in advertising, and suggests that warranties limit rather than create liability on the part of the industry. Unit three considers both federal and state regulations in advertising, and investigates the question of puffery in advertising. The fourth unit ties together a wide range of advertising issues which have emerged in the 1980s.

*William Rooney*

**Sa 348 Broadcast Programming (F: 3)**

This course will examine programming strategies in radio and television. The focus of the course is on developing media strategies to capture a particular segment of the mass audience, and the course will analyze competitive scheduling techniques, special vs. regular series programming, network-affiliate relationships, and the influence of broadcast advertising on programming.

*Marilyn Matelski*

**Sa 352 New Communication Technologies (S: 3)**

This course explores telecommunications technologies and their impact on traditional communications systems. Emphasis will be placed on the technical, economic, and social feasibility of such technologies and how they relate to the system theories of McLuhan, Mumford, and Innis. Stu-

dents will be expected to become highly knowledgeable in one particular area of the field, ranging from satellites to the fiber optics to teletext and beyond.

*The Department*

**Sa 440 Introduction to Advertising (F, S: 3)**

This course explores advertising as an institution in society, both as a marketing tool and as a communication process. Designed as a comprehensive view of the subject, the course includes such topics as: advertising and the law, the role of advertising in the marketing mix, the organization of the advertising agency, marketing/advertising research and the creative uses of various advertising media. In addition to lectures and discussions, students will participate in the formulation of an advertising campaign plan.

*Ann Marie Barry*

**Sa 441 Public Relations and Opinion Research (F: 3)**

This course examines public opinion research and explores its usefulness in public relations campaigns. Students may enroll in Sa 441 without having taken Introduction to Public Relations.

*James Kenny*

**Sa 444 Topics in Advertising (F: 3)**

*Prerequisite:* Sa 440, Introduction to Advertising

This course is designed to analyze the process and problems involved in the implementation of advertising strategies. Among the topics discussed are (a) developing advertising objectives (b) assessing opportunities and risks in competitive situations and (c) the special problems that confront advertising managers. This course also seeks to explore the roles, tasks, and skills of managers of advertising firms in presenting objectives to clients.

*Ann Marie Barry  
Deborah Schapiro*

**Sa 447 Commercial Time Sales in the Local Market (S: 3)**

This course is concerned with the sales of commercial time to business concerns, manufacturers and other agencies in the local market. The course focuses on the market, various types of commercials available and the adapting of such commercials to the needs of prospective advertisers.

Department majors requesting this course should have completed Sa 322, and Sa 440.

*Douglas Tanger*

**Advanced Course Work in the Media**

**Sa 449 Advanced Television Production (F, S: 3)**

This course will deal with the study and practice in the production and evaluation of television from conception to broadcast. Special emphasis will be placed upon the concept of visualization and creative design. The economics of television production and budgeting will be discussed as integral parts of program development. Registration by permission only.

*Marilyn Matelski*



**Sa 451 Advanced Television Scriptwriting (S: 3)**

*Prerequisite:* Sa 332 or permission of the instructor

This course is designed to explore writing techniques for dramatic and non-dramatic formats in broadcasting. Considerable emphasis in the course will be placed on effective writing techniques: (1) gaining and sustaining attention (2) maintaining plausibility (3) achieving clarity (4) the elements of a plot (5) the functions of dialogue. Special attention also will be devoted to adapting scripts based on other works, docudramas, and the unique demands of the broadcasting medium.

*James Kenny*

**Sa 452 Advanced Advertising (F, S: 3)**

*Prerequisite:* Sa 440, Introduction to Advertising

This course is designed as an exploration of advertising copy and layout design and production in a variety of media formats, including: black-and-white and color magazines, newspapers, and catalog advertising as well as billboards, direct mail, radio and television scripts and product packaging. Students will produce their own advertisements from thumbnail sketch to comprehensive layout and develop a comprehensive creative advertising campaign for inclusion in an advertising portfolio. *Limited enrollment course.*

*The Department*

**Sa 453 Advanced Journalism (F, S: 3)**

*Prerequisite:* Sa 323 Introduction to Journalism

Building upon the principles taught in Introduction to Journalism, students will learn to gather information and write about complicated subjects. This course focuses upon feature writing for newspapers and magazines. Weekly story assignments, regular newspaper reading, and leaving campus to cover stories are required.

*Maureen Goss*

**Sa 457 Senior Seminar in the Media (S: 3)**

This course will focus on selected problems in the media. During the 1985-1986 term, attention will be devoted to: (1) New Journalism, (2) Children's Television, (3) Politics and the Media. This course is open to senior majors; limited enrollment of other students with the prior consent of the instructor.

*The Department*

**Sa 520 Media Workshop I (F, S: 3)**

This program is open to communication majors in their senior year only and provides them with partial internships in the media, including radio and television stations, newspapers, periodicals and various areas of the film industry. In a few instances internships in media-oriented public relations firms are available.

*Donald Fishman*

**Sa 521 Media Workshop II (F, S: 3)**

Additional apprenticeship training in the media is available for departmental majors for a second semester.

*Donald Fishman*

**Sa 590 Introduction to Honors (S: 3)**

Under this new arrangement, students wishing to participate in the Department's

program in honors during their senior year will participate in this preparatory course in the second semester of their junior year. The professor who will handle this preparatory course will review research techniques, deal with scientific sampling and guide students in selecting a project which can be properly researched and reported in the first semester of the senior year. Each junior in the class will fully outline his or her proposal, select appropriate methods of inquiry and report probable sources before the course ends. Students who complete this preparatory course successfully may move on to Sa 591 which is scheduled for the first semester of the senior year. Students entering honors must have a cumulative grade point average of 3.4.

*Dorman Picklesimer, Jr.*

**Sa 591 Honors Program in Communications (F: 3)**

Candidates for Department honors are those who have done high level work in Sa 590. During the first semester of their senior year these students, with the guidance of a faculty member, will complete the proposal drawn in the previous course.

*Dorman Picklesimer, Jr.*

**Sa 597 Readings and Research in Communications (F, S: 3)**

Students are not encouraged to employ this course for anything but a very specific program, which must be approved by a faculty member.

**Theatre**

**Sa 070 Introduction to the Theatre (F: 3)**

A general course principally for non-majors which emphasizes factors influencing form and content in dramatic literature. Attention is also given to director's, actor's, and designer's roles in modern theatre practice.

*J. Paul Marcoux*

**Sa 075 History of Theatre I (F: 3)**

This course follows the simultaneous development of the actor, playwright, architect and director from the Dionysian theatre to the theatre of Shakespeare.

*Joseph M. Larkin, S.J.*

**Sa 076 History of Theatre II (S: 3)**

This course deals with the theatre from the Restoration period to 1900. Growth of the American theatre and developing European forms are considered.

*Joseph M. Larkin, S.J.*

**Sa 077 Modern Theatre (S: 3)**

Theatrical and literary analysis of a sixty year period of drama ranging from Henrik Ibsen (1890) to Edward Albee (1950). Modern theatre in both Europe and America is studied with a concern for the historical, social, cultural implications of drama in terms of man's relationship to nature, society, work, himself, and the past.

*Joseph M. Larkin, S.J.*

**Sa 141 Oral Interpretation of Literature (S: 3)**

A basic communication course dealing with the principles and techniques of the oral performance of literature. Emphasis will be on methods of literary analysis, log-

ical and emotional content of literature and performance techniques. Various types of literature will be examined from the standpoint of aesthetics as well as communication.

*J. Paul Marcoux*

**Sa 143-144 Elements of Theatre Production (F:3-S: 3)**

A lecture-laboratory course designed for the student of theatre who wishes to gain competency in the areas of stagecraft, lighting, make-up, costume, stage properties and theatre administration. Emphasis is placed on concentrated work and involvement in the Boston College Dramatics Society productions.

*Howard Enoch*

*Elena Ivanova*

**Sa 250 Theatre Management**

This course is designed for students with a joint interest in management and theatre production. It will focus on box office procedures, accounting, promotion and advertising techniques, public relations, audience development and related concerns of the theatre administrator. There will be opportunities for internship experience in conjunction with the major productions of the University Theatre and in professional theatres in Boston.

Not offered 1985-1986

*Howard Enoch*

**Sa 252 Creative Dramatics (F: 3)**

Creative Dramatics is a discipline of theatre and education which concerns itself with informal dramatic activity for children. Students will be trained to become creative dramatics leaders skilled in the use of improvisation, pantomime, movement, storytelling, and puppets. Weekly workshops, during class time, will be used to develop and reinforce these skills. Emphasis is placed on the development of spontaneous informal play as a loosely structured, imaginative form of personal expression.

*Joseph M. Larkin, S.J.*

**Sa 302 Principles of Acting (F, S: 3)**

Students of this course will be auditioned in the first two weeks to determine the type of acting experiences most appropriate to individual needs and experience. The class will then be divided to provide a degree of flexibility. Groups will work independently on concentration, observation, sense recall and related principles. On occasion, groups will re-form for special projects such as voice and body work, preparing a role and rehearsal techniques. The course does not pre-suppose acting experience but does take for granted a sincerity of purpose in learning about the actor's craft as well as the actor's art.

*Elena Ivanova*

**Sa 303 Acting Workshop (F, S: 3)**

This course pre-supposes some exposure to the actor's art and craft. As with Sa 302 (Principles of Acting), the class will be divided to promote unity of aim and perception. The emphasis will be on scripted materials with scene work the major means of developing believability in a variety of roles. The student should be reasonably conversant with a wide spectrum of dramatic literature. Although not restricted to



majors, this course is not recommended for students unwilling to devote considerable time and energy to their own development as performers.

*J. Paul Marcoux*

**Sa 306 Play Direction I (F: 3)**

A course in the fundamentals of script analysis, blocking and interpretation. Investigation of various schools and techniques of play direction, classroom exercises in stage geography, and using stage pictures to heighten communication are among the topics covered. Although there are no prerequisites for this course, the serious student of theatre is advised to complete some work in acting or stage movement before taking it.

*Joseph M. Larkin, S.J.*

**Sa 307 Play Direction II (S: 3)**

*Prerequisite:* Sa 306 or permission of the instructor.

A continuation of Sa 306, this course will stress performance. The student will be expected to prepare several scenes for class evaluation and discussion. Each scene will demonstrate the student's solution to such problems as shifting focus; underlying rhythm; adjusting tempo to meet demands of the script; working with actors; coordinating the work of the designer, costumer and other department heads and adapting materials to better meet the needs of audiences. Some students will assist in preparing major productions of the University Theatre and the Boston College Dramatics Society while others are directing workshop productions.

*J. Paul Marcoux*

**Sa 309 Design for the Theatre (S: 3)**

This course will provide the student with the basic principles of theatre design. The student will learn how to creatively apply design to an interpretation of a work and its characters. There will be both a theoretical and practical approach to design. The theoretical aspect of the course will examine major historical periods, their styles of costume, architecture, furniture and ornamentation, from ancient Egypt to the beginning of the 20th century. There will be discussions of the particular design requirements for the various genres of performance, such as drama, ballet, and opera. The student will then be required to translate this theoretical knowledge into its practical application for a specific project such as a particular play, opera, or ballet. This course will include a study of the techniques of rendering design in various media as well as working with 3-dimensional models. The course is recommended for fine arts majors, theatre majors and other students with an interest in design.

*Elena Ivanova*

**Sa 310 Playwriting (F: 3)**

Permission of instructor required.

This is a laboratory course dealing with the basic elements of the playwright's art. A fully developed short play will be required. Some of these will be given a public production.

*Joseph M. Larkin, S.J.*

**Sa 347 Movement for Theatre (F: 3)**

Through warm-up exercises, discussion of

design, time, and motivation, and individual problem solving, the student will be introduced to the body as an instrument of the actor. The course will include practical experience in movement, experimentation, preparation of lines, and reading assignments. We will explore the difference between the actor's emotions and the viewers' response and try to understand how the body can be used to heighten communication. Working from a relaxed center, we will try to experience greater freedom of the voice and interpretive expression. The course does not require previous experience.

*Pamela Renna*

**Sa 349 Speech for the Stage**

Emphasis in this course is placed on the proper execution of speech in conjunction with theatrical characterization. Personal development of good speech habits will be encouraged. In addition, theory and practice of the analysis of vocal demands for theatrical characters is pursued in great detail. The theory of phonetical analysis of dialect, the use of vocal range, and the control of the speech instrument are also among the key areas of concern in this course.

Not offered 1985–1986

*Alice Mamarchev*

**Sa 361 Media Lighting (S: 3)**

The theory of illumination for the arts is explored in its fullest implications. Theatre, dance, cinema, video, photography, and rock and roll lighting will be used as examples of the art of creative illumination. As an art form and a practical science, media lighting presents a complex subject for detailed investigation. Some drafting ability and practical experience in one of the areas previously mentioned is desirable as background for the course.

*Howard Enoch*

**Sa 455 Costuming for Theatre (S: 3)**

This course is a practical study of the theory, history and execution of theatrical costuming. In the area of theory, subjects such as draping, cutting, and pattern drafting are included. A careful study of the historical development of costuming as well as the role of historical accuracy in current theatrical productions is a key portion of the course. Finally, an important part of the course is the practical experience gained by participating in the design and execution of costumes for University Theatre and Dramatics Society productions.

*Elena Ivanova*

**Sa 459 Dance: History and Performance I (F: 3)**

This lecture-lab course offers the experienced dance student an opportunity to explore in depth dance as an art form. Through readings, films and concerts, the student will be exposed to the various periods of dance: Renaissance, Romantic, Classical, Modern, and Contemporary. Students will be expected to choreograph and perform their own works as well as those of professional choreographers.

*Robert Ver Eecke, S.J.*

**Sa 460 Basic Dance Composition (S: 3)**

This course involves an historical apprecia-

tion of how choreographic skills developed during the past three centuries and the relationship of dance and music structuring. We will consider shape, dynamics, rhythm, motivation, abstraction, and the interplay of the different elements involved in a dance piece (such as sound, costumes, lights, and general mood).

Through improvisation and short movement studies, and by seeing short pieces that other students have constructed, each student will be able to see how these elements actually work. Through discussion and criticism, we will encourage experimentation and individual participation. Two written dance reviews, a book review, and a final performance project will be required.

*Pamela Renna*

**Sa 461 Dance: History and Performance II (S: 3)**

This lecture-lab course for dance and theatre students is a continuation of Sa 459 but focuses specifically on the inter-relationship between dance and theatre in classical Greek and modern dance (musical and non-musical). Students will be requested to work with text and score on specific plays, staging, choreographing and performing selections of these dance/drama works.

*Robert Ver Eecke, S.J.*

**Sa 464 Experimental Theatre (F: 3)**

An intensive study of several European playwrights who have helped to establish trends in the contemporary theatre. Major emphasis will be on the work of Brecht, Beckett, Ionesco, Genet and Pinter. Some attention will also be given to the experimental work of Grotowski, Brook, Chaikin, Beck and others. The course will critically examine movements such as theatre of the absurd, theatre of the grotesque, theatre of cruelty, theatre of ritual, and others.

*J. Paul Marcoux*

**Sa 505 Theatre Practicum (F, S: 3)**

A tutorial designed for theatre majors, this course provides an opportunity for the serious student who wishes to pursue a creative project to its conclusion. The project must be approved by the theatre faculty and is restricted to acting, directing, designing or production stage managing. Goals are established jointly by the student and a member of the theatre faculty and performance is the usual final criterion for evaluating the student's work. Proven ability in the project area is a prerequisite; permission of the theatre faculty is required.

*J. Paul Marcoux*

**Sa 556 Senior Seminar in Theatre (F: 3)**

Restricted to senior theatre majors and co-majors, this course has three main objectives: 1) to synthesize the undergraduate program in theatre and to explore the inter-relatedness of its various aspects; 2) to prepare for and take comprehensive examinations in preparation for graduate work in theatre; 3) to actively participate in a major research project. This activity will be directly related to the student's career goal. This course is strongly recommended for all theatre majors and co-



majors and is not open to others without the *express* permission of the instructor.  
*J. Paul Marcoux*

**Sa 592 Honors Program in Theatre (F: 3)**  
Candidates for the department Honors program are selected in the first semester of the junior year. They decide upon their project and, with the guidance of the professor who handles this course, they narrow their proposal as may be necessary. They also complete a bibliography, prepare a detailed outline of their project and submit it for the professor's approval. Those who complete this preparation successfully may move on to Sa 593 which is scheduled for the first semester of the senior year.

**Sa 593 Honors Program in Theatre (S: 3)**  
In this course students undertake the necessary research and investigation demanded by their project. They then submit documented reports to their faculty advisor who is free to require such revisions as he or she may consider necessary.

**Sa 598 Research and Reading in Theatre (F, S: 3)**  
*Prerequisite:* Senior standing and 12 credit hours in theatre.  
*The Department*

## Speech-Language Pathology and Audiology

**Sa 171 Introduction to Speech-Language Pathology (F: 3)**  
Survey of the major categories of speech, language and hearing problems. This course examines child and adult populations and introduces concepts of therapeutic management. Normal development and pathological processes are discussed.  
*The Department*

**Sa 172 Phonetics (S: 3)**  
Study of the International Phonetic Alphabet with work in transcription. This course explores theories of sound formation and representation with emphasis on American English usage and deviations experienced in speech-language-hearing impaired population.  
*Gail Anne McGrath*

**Sa 180 Language Acquisition (F: 3)**  
An overview of the underlying physiological, psychological and perceptual processes involved in language development, as well as environmental influences. Study of theories of language acquisition and the developmental patterns seen in normal emergence of language abilities.  
*The Department*

**Sa 270 Anatomy and Physiology of the Vocal Mechanism (S: 3)**  
A study of the anatomy, physiology and neurology of the vocal mechanism. Class lectures are supplemented by laboratory experience in off-campus facilities.  
*Howard Zubick*

**Sa 273 Audiology (F: 3)**  
A study of audiometric testing and diagnosis. Class lectures are supplemented by laboratory experience in off-campus facilities.  
*Howard Zubick*

**Sa 274 Diagnostic Procedures (F: 3)**  
*Prerequisite:* Sa 171  
An introduction to testing procedures in speech and language evaluation of adults and children. Test administration experience is included.  
*Donna Fayad*

**Sa 283 Seminar in Clinical Methods (S: 3)**  
*Prerequisite:* Sa 274  
Concentrated study of therapy methods, test administration protocol and test interpretation for skillful speech and language evaluation.  
*Donna Fayad*

**Sa 378 Clinical Practice (S: 3)**  
*Prerequisite:* Permission required  
A program of supervised therapy.  
*The Department*

**Sa 485 Stuttering: Theories and Therapies**  
*Prerequisite:* Sa 274  
An introduction to current and historical theoretical approaches to the problem of stuttering. Review of the therapy approaches with particular emphasis on more recent research and treatment methods.  
Not offered 1985-1986  
*Donna Fayad*

**Sa 489 Organic Disorders of Speech**  
*Prerequisite:* Sa 274  
Introduction to phonemic and voice disorders resulting from maxillofacial and laryngeal abnormalities. Discussion of tests and materials used in evaluating individuals with organic disorders. In depth study of therapeutic measures.  
Not offered 1985-1986  
*Donna Fayad*

## Theology

### Faculty

**Professor Stephen F. Brown, A.B.,** St. Bonaventure University; A.M., Franciscan Institute; Ph.L., Ph.D., Université de Louvain

**Professor Robert Daly, S.J.,** Chairman of the Department  
A.B., A.M., Boston College; A.M., Catholic University; Dr. Theol., University of Wurzburg

**Visiting Professor Michael A. Fahey, S.J.,** M.A., Fordham University; S.T.L., University of Louvain; S.T.L., Weston School of Theology; Ph.D., University of Tübingen

**Professor Ernest L. Fortin, A.A., A.B.,** Assumption College; S.T.L., University of St. Thomas, Rome; Licentiate, University of Paris; Doctorate, University of Paris

**Adjunct Professor Margaret Gorman, R.S.C.J. B.A.,** Trinity College; M.A., Fordham University; Ph.D., Catholic University

**Professor James Hennesey, S.J., A.B.,** Loyola University; Ph.L., S.T.B., S.T.L., Woodstock College; Ph.D., Catholic University

**Visiting Professor Edward J. Kilmartin, S.J.,** A.B., M.A., Weston College; Ph.L., S.T.L., Gregorian, Rome

**Professor Philip J. King, A.B.,** St. John Seminary College; S.T.B., St. John Seminary School of Theology; S.T.L., Catholic University of America; S.S.L., Pontifical Biblical Institute; S.T.D., Pontifical Lateran University

**Adjunct Professor Sebastian Moore, O.S.B.** S.T.D., Saint Anselmo, Rome

**Professor PHEME PERKINS, A.B.,** St. John's College; A.M., Ph.D., Harvard University

**Professor Franz Jozef van Beeck, S.J.,** Ph.L., Berchmanianum, Nijmegen; Ph.D., Universiteit van Amsterdam; S.T.L., Canisianum, Maastricht

**Associate Professor Mary Boys, S.N.J.M.,** A.B., Fort Wright College; M.A., Columbia University; Ed.D., Columbia University

**Associate Professor Lisa Sowle Cahill, A.B.,** University of Santa Clara; A.M., Ph.D., University of Chicago

**Associate Professor Mary F. Daly, A.B.,** College of St. Rose in Albany; A.M., Catholic University; S.T.L., S.T.D., Ph.D., University of Fribourg

**Associate Professor Harvey Egan, S.J., B.S.,** Worcester Polytechnic Institute; A.M., Boston College; Th.M., Woodstock College; Dr. Theol., University of Munster (Germany)

**Associate Professor J. Cheryl Exum, A.B.,** Wake Forest University; A.M., M.Phil., Columbia University

**Associate Professor Rev. Thomas H. Groome, A.B.,** St. Patrick's College, Ireland; A.M., Fordham University; Ed.D., Columbia Teachers College

**Associate Professor Frederick Lawrence, A.B.,** St. John's College; D.Th., University of Basel

**Adjunct Associate Professor Claire Lowery, A.B.,** University of San Diego; M.Div., D.Min., Andover Newton Theological School

**Associate Professor David Neiman, A.B.,** A.M., University of Chicago; Ph.D., Dropsie College for Hebrew Learning

**Associate Professor Rev. James A. O'Donohoe, A.B.,** Boston College; J.C.D., Catholic University of Louvain

**Associate Professor Anthony Saldarini, A.B.,** A.M., Boston College; Ph.L., Weston College; A.M., Ph.D., Yale University

**Associate Professor Margaret Amy Schatkin, A.B.,** Queens College; A.M., Ph.D., Fordham University; Th.D., Princeton Theological Seminary

**Adjunct Associate Professor Francis P. Sullivan, S.J.A.B.,** A.M., S.T.L., Boston College

**Associate Professor Thomas E. Wangler, B.S.,** LeMoyne College; M.A., Ph.D., Marquette University

**Associate Professor James M. Weiss, A.B.,** Loyola University of Chicago; A.M., Ph.D., University of Chicago

**Assistant Professor Edward R. Callahan, A.B.,** A.M., Boston College; S.T.L., Weston College; S.T.D., Gregorian University



**Assistant Professor David F. Carroll, S.J.,** A.B., College of the Holy Cross; A.M., Boston College; S.T.L., Weston College

**Assistant Professor Francis X. Clooney, S.J.,** A.B., Fordham University; M.Div., Weston School of Theology; Ph.D. (cand.) University of Chicago

**Assistant Professor Patricia E. DeLeeuw,** A.B., University of Detroit; M.S.L., Pontifical Institute of Medeival Studies; A.M., Ph.D., University of Toronto

**Assistant Professor Miles L. Fay, S.J.,** A.B., A.M., Boston College; Ph.L., S.T.L., Weston College; S.T.D., University of St. Thomas Aquinas, Rome

**Assistant Professor Charles C. Hefling,** A.B., Harvard College, B.D., Th.D., The Divinity School Harvard University; Ph.D., Boston College

**Assistant Professor H. John McDargh,** A.B., Emory University; Ph.D. Harvard University

**Assistant Professor Susan M. Praeder,** A.B., Harvard University, A.M., University of California (Berkeley), Ph.D., Graduate Theological Union

**Assistant Professor Patrick J. Ryan, S.J.,** A.B., A.M., Boston College; A.M., Assumption College; S.T.L., Weston College; S.T.D., Gregorian University

**Instructor A. Brandt Henderson,** B.A., Carroll College; M.A., State University of New York at Stony Brook; M.A., Ph.D. (cand.), Fordham University

Program Description

The Major Program

Theology is the academic discipline concerned with religious faith and with the traditions of belief and worship that inform the life of communities of faith. Historical, biblical, psychological, ethical, pastoral, comparative, philosophical, and doctrinal studies are all included within the scope of Theology at Boston College. There is a strong, but by no means exclusive, emphasis on Christianity, and more specifically on the Roman Catholic tradition.

The courses offered by the Department are grouped in four categories: biblical; historical; ethical and social-scientific; and comparative and systematic or doctrinal. All courses, particularly those taught at the Core level, aim at fulfilling certain goals:

1) *a liberal arts goal* of fostering awareness of the religious roots and background of our culture—for example, by giving students a coherent view of religion and its development, a groundwork for moral decision, an awareness of their own existence as religious persons; 2) *a specifically theological goal* of introducing the materials and methods of one or more approaches to the academic study of religious faith and tradition; and 3) *a religious or confessional goal*, explicit in some—though not all—courses, of exploring a particular tradition “from the inside,” healing negative encounters with religion, inviting commitment and belief, and the like.

Which of these goals are emphasized in a given course can often be determined from the descriptions which follow, but students are welcome to consult with the professor concerned if clarification is needed.

The Course Offerings

The Department distinguishes five levels of course offerings: 1) *Core*—introductory, and designed for the fulfillment of the University’s Core requirement; 2) *Level One*—introductory, but not fulfilling the Core requirement; 3) *Level Two*—advanced undergraduate, more specifically geared to minors and majors; 4) *Level Three*—geared to advanced undergraduate (majors) and graduate students more theologically professional; 5) *Graduate*—geared exclusively to professionally and academic theological formation.

The Core Program

The University’s Core requirement in Theology, six credit hours, may be fulfilled by taking two three-credit courses; by taking a two-semester sequence of courses; or by taking one of the twelve-credit, full-year courses that *also* fulfill the Core requirement in Philosophy.

1) *Two three-credit courses.* Students who select this option should choose one course with broad introductory aims (such as Th 060, Th 080, Th 085) and one course that concentrates on a more specific topic or approach.

2) *Two semester sequence.* This category includes six-credit, full-year courses (such as Th 284–294, Th 287–288) and courses which are taught over two semesters, but which can be taken in the second semester alone, enrollment permitting (such as Th 129–130, Th 178–179, Th 213–214, Th 217–218).

3) *Twelve-credit courses.* There are three of these Philosophy/Theology courses: Pl/Th 090–091, “Perspectives on Western Culture”; Pl/Th 088–089, “Person and Social Responsibility” (for PULSE Program students only); and Pl/Th 083–084, “Explorations in Social Ethics.”

The Major in Theology

Why major in Theology? There are many reasons: preparation for scholarly, educational, or religious careers; clarifying one’s own experience of religious meaning and value; satisfying a curiosity about the religious aspect of Western civilization. Given the variety of students’ needs and expectations, the Department arranges for and with each major an individualized program that will include:

1) *five introductory courses* (Core and Level One), one each in Old Testament, New Testament, systematic/doctrinal theology or world religions, ethics, and church history; and

2) *five electives* (Level Two or Level Three), of which one is to be in biblical studies and one in systematic/doctrinal theology or world religions.

The Department’s membership in the **Boston Theological Institute** allows *advanced* Theology majors to cross-register into some 700 courses taught by 150 faculty

members at eight other BTI schools. Students thus have access to the resources of one of the world’s great centers of theological study.

Majors are encouraged to work with other departments in cross-disciplinary study. Students in the School of Management and secondary-education majors in the School of Education can major in Theology, and Theology majors can concentrate in education in the School of Education.

Program for the Study of Faith, Peace, and Justice

Theology majors can participate in this four-year program by enrolling in the following:

1) Un 160, “The Challenge of Justice,” the Program’s introductory course; 2) four Theology courses at the Core level; 3) five Theology courses at Level Two or Level Three, of which four are to be in Christian ethics or in religion and society; 4) four courses from among the electives in the Program; and 5) the Program’s senior integrative seminar, in which Theology majors will be expected to present a major research project .

Minors in Theological Studies

The Department is at present in the process of developing departmental minors.

A minor consists of a limited (4–5) number of courses beyond the Core, concentrated in a particular area of theology, which give the advanced undergraduate student the opportunity to become knowledgeable about a special topic or field.

Usually, Level Two courses are designed to fit into a minor program.

Course Offerings

Core—Biblical

**Th 005 Genesis: A Jewish Interpretation (F: 3)**

An introduction to biblical literature through study of the ethical, religious, philosophical, historical, homiletical, anthropological significance of its primary book.

Albert Goldstein

**Th 009–010 Fundamentals of Judaism (F:3–S: 3)**

A two-semester survey of the basic principles of religion and their expression in Judaism, and an examination of Jewish religious ideas as expressed in literature set within its historical context.

Murray Rothman

**Th 012 Ancient Literature and the Old Testament (S: 3)**

This course will introduce the students to the rich resources of the civilizations of the ancient Near East, as revealed in the literature of the Sumerians, Babylonians, Assyrians, Egyptians, Hittites, Canaanites, and Persians. These literatures will be read in conjunction with and in comparison to the literature of the Old Testament, much of which is contemporary with the literatures of the non-Biblical ancient world. Texts



will be provided in English translation to be used in tandem with the Old Testament.

*David Neiman*

**Th 013-015 Jewish Background to the New Testament, I and II (F: 3-S: 3)**

This course will deal with the events leading up to the Hellenistic Age and the development of western civilization within the context of the Greco-Roman and Jewish interactions, which gave rise to Hellenistic Civilization as the forerunner of Christianity. Emphasis will be placed on the development and growth of sectarian religious movements within Judaism which led to the rise of the New Testament.

Second semester will continue with an examination of the rise and development of Christianity within Judaism, and the parting of the ways of the two faiths. Emphasis will be placed on the relationships between Christianity and Judaism in the first three centuries of the Christian Era.

*David Neiman*

**Th 021 Introduction to the Hebrew Scriptures (Old Testament) (F,S: 3)**

An introduction to the literature, religious ideas, and historical setting of the Hebrew Bible (Christian Old Testament). Focus will be on major biblical concepts such as creation, election, and covenant, with some attention to their development within the prophetic and wisdom traditions.

*J. Cheryl Exum  
Douglas Kries*

**Th 034 Introduction to New Testament and Judaism (S: 3)**

Since Christianity arose out of Judaism, and many New Testament teachings are derived from the Old Testament and early Judaism, several books in the New Testament will be studied, with special attention to the Jewish origins. The central beliefs and practices of Judaism will be introduced through select readings, and then related to Christianity.

*Anthony J. Saldarini*

**Th 054 New Testament Christianity and Christianity Today (F: 3)**

An introduction to the New Testament in relation to the essence of Christianity and issues in contemporary Christianity. Reading of the New Testament will be the starting point for considerations of four elements of Christian belief and life: God, Jesus Christ, Christian existence, and Christian community.

*Susan M. Praeder*

**Th 055 New Testament and Christian Tradition (S: 3)**

An introduction to the New Testament, the history of its influence, and interpretation of the New Testament. Reading of the New Testament will be coordinated with a select survey of its role in art, film, literature, music, philosophy, and theology in the 2nd through 20th centuries. Study of the methods, problems, and situations of interpretation throughout the centuries will provide students with a means for comparing and critiquing contemporary interpretations and their own.

*Susan Praeder*

**Th 057 The New Testament World and Ours (F, S: 3)**

An inquiry into the kind of world out of which early Christianity developed and an examination of the implications for the world of the twentieth century. This study will provide an introduction to the literature, history and theology of the New Testament.

*Mary C. Boys, S.N.J.M.*

**Core-Historical**

**Th 116 Evangelism in the Early Church (F, S: 3)**

How Christianity was preached and spread among non-Christians in the Roman Empire. How, within less than three centuries, an oriental religious movement which was originally a mere ripple in the wide sea of paganism, rose into a breaker which swept before it the vested interests, prejudices, traditions and authority of the Roman Empire and its pagan culture. The main causes and courses of this transition, with all that it involves of the inner life and worship of the Christian church, form the topic of this course.

*Margaret Schatkin*

**Th 129-130 Christianity: The Medieval Experience I and II (F: 3-S: 3)**

This course is a two-semester survey of the history of Christianity to 1500. During this semester, we will examine the Christian experience of the men and women of the early Church and the early Middle Ages, i.e., from the beginnings of Christianity to the year 1000. We will focus on problems of Church and state; the development of Christian liturgy, sacraments, and theology; the organization of the Church in dioceses and parishes; the role of Pope, bishops and priests; popular belief and practice; and Christian art and architecture.

*Patricia DeLeeuw*

**Th 150-151 The Christian Community: A History to 1500 (F: 3-S: 3)**

An historical study of the life, Church structure, and thought of the Christian community from the 1st to the 16th centuries. The community comes together in Jerusalem, moves out into the Mediterranean, and then into the European worlds. It divides in 1054 between Greek and Latin halves of the Empire, the western half becoming identified with the growth of Europe. The course ends on the eve of the Reformation of the 16th century with its consequent Protestant and Roman Catholic allegiances.

Since the course is designed to give the student a broad knowledge of and appreciation for the sweep of Christian history, it is desirable that students who register for the first semester continue into the spring term.

*J. Mary Luti*

**Th 164 Religion in America: A Survey (F, S: 3)**

This course will begin with an attempt to define religion as a form of human behavior, and then trace the varieties of such behavior in the histories of the major religious denominations of the United

States, as well as in an American civil religion.

*Thomas Wangler*

**Th 231 Christian Mission (S: 3)**

A study of the spiritual conquest of Aztec Mexico by Spanish Christianity in the 1600's, and of the theological principles used to justify that conquest and also to indict it. The iconographies of both religions will be presented to provide the basis for course reflections. There will be frequent slide lectures. The important texts of the religions in conflict will also be presented so the differences in religious vision can be understood. Lastly, the course will bring out the reasons why Christian missionaries chose aesthetic means as primary to convert the Aztec, and why those means were nullified by colonial behavior.

*Francis Sullivan, S.J.*

**Core-Ethical and Social Scientific**

**Th 088-089 (Pl 088-089) Person and Social Responsibility (F: 6-S: 6)**

This is a two-semester, twelve-credit course that fulfills all the Core requirements in philosophy and theology. The course requirements include both ongoing involvement in one of the field projects available through the Pulse Program, as well as participation in a correlated class. The course will focus on problems of social injustice, and the possibilities of surmounting those injustices. The field projects will put students directly in contact with people experiencing the consequences of one or another form of social injustice. The classes will attempt to take a deeper look into these, especially with regard to their origins in the lives of individuals and society. Drawing on the works, both contemporary and traditional, of philosophical and religious figures, the classes will engage students in asking the basic moral questions "What is Justice?" "What is Happiness?" and "What kind of society do we live in?" Pulse only.

*The Department*

**Th 194 Spirituality for Authentic Christian Living (S: 3)**

This course explores the theory and practice of authentic Christian living. Authentic Christian living reflects a dialectical personal growth from inauthenticity to authenticity in relation to self, others, and God. The maturing Christian must move through stages of growth that foster sound personal identity and the capacity for creative intimacy which lead to a desire to go beyond one's self in generative service to others.

*Core I - Faith, Peace & Justice Program*

*Julio Giuliani, S.J.*

**Th 244 Faith and Identity (F, S: 3)**

This course approaches faith as a universal human process of meaning-making which shapes the answers we live by to those fundamental questions, "Who am I?" and "What should I do?" The aim of the course is to enable the student to reflect critically upon his or her own faith process by dialoguing with both theological and psychological accounts of the life of faith,



including those found in religious biography and autobiography. Course requirements include an ongoing reflective journal and two major papers.

*John McDargh*

**Th 249 Living Justly in American Society: A Spirituality of Radical Freedom (F: 3)**  
Laboring for justice demands the support of a culture-transcending faith. Authentic faith is constituted by justice expressed and embodied in our social relations and personal lives.

This course is an attempt to see beyond appearances in our culture and to penetrate to the true meaning of Christian faith; to unmask the connections between war, abortion, armaments, sexual hedonism and unrestrained capitalism.

*Julio Giulietti, S.J.*

**Th 284–294 Introduction to Catholic Theological Ethics (F: 3–S: 3)**

This is a two-semester course. Its general purpose is to introduce college students to the discipline which is Christian/Catholic theological ethics. The first semester will cover the nature and scope of Christian Catholic theology; the nature and scope of Christian ethics within the Christian Catholic theology; the nature and scope of Christian ethics within the Catholic tradition; an historical sketch of the development of the Christian/Catholic theological ethics; a thorough examination of the Catholic understanding of the nature of the human person insofar as it is the principal source of ethical obligations.

*Matthew Mullane*

**Th 289 Christian Ethics: Foundations and Applications (F: 3)**

An introduction to various Christian perspectives on ethics and decision-making, which will emphasize the biblical background of Christianity and the use of “natural law” philosophy by Christian authors. Also to be considered are concrete problems, such as just war, sexual ethics, abortion, and just distribution of material resources. The course will not aim to present one set of answers, but to provoke analysis of sources and argumentation in ethics.

*Lisa Sowle Cahill*

**Th 290 Catholic Social Thought and Vision (S: 3)**

An investigation of the development and content of the Catholic Church’s vision of the “good society” and its analysis of modern society. Attention is given to the theories in reference to which the Church distinguishes its own position, viz., Marxism and Social Darwinism; but primary emphasis is upon the actual documents by which the Church has presented its position, e.g., the social encyclicals. These are then used to reflect upon contemporary U.S. society and policies. Offered biennially.

*James A. Rurak*

**Th 295 Christian Ethics for Health Care Professionalss (F, S: 3)**

This course is designed in a special way for those interested in pursuing careers in the field of health care. It is introductory in nature, and will attempt to present ethical theory as it has been developed within

the context of the Judaeo-Christian tradition. It is also practical in nature. Ethical theory will be complemented by the case studies of some of the basic problems which contemporary society occasions for health care professionals. Those who complete the requirements of this course will satisfy one of their core requirements in theology.

*James O'Donohoe*

**Un 160 The Challenge of Justice (F: 3)**

*Department permission required for students taking this course with a Theology professor.*

Exploring the rich and complex relationships between faith and justice, and their contributions toward establishing genuine peace is the objective of this course. Readings and discussions focusing upon the Catholic, Protestant, Jewish, Islamic and secular humanist traditions will lead to a broader and more critical understanding of what is meant by “faith,” “justice” and “peace.” The course will also consider what these readings can reveal about specific contemporary conflicts and injustices. Through this course, students will deepen their critical understanding of the challenge of a life committed in faith to working toward a just and peaceful order. *Core FPJ Program.*

*James A. O'Donohoe  
James Rurak*

**Core—Comparative and Systematic or Doctrinal**

**Th 045 Church and Sacrament (F, S: 3)**

This course presents a contemporary Roman Catholic understanding of the relationship existing among Jesus Christ, the Christian people of God, and the seven sacraments as the liturgical expression of that people’s faith. Thus, it attempts to give a summary of Roman Catholic Christianity under the triple heading of Christ, the Church, and the sacraments. The course will employ biblical, historical and systematic theology with special attention given to the contrasting emphases of the last three ecumenical councils.

*Edward R. Callahan, S.J.*

**Th 060 Introduction to Christian Theology (F, S: 3)**

This course is intended for beginning students who seek to understand the very basic points about Christian faith and theology. Parting with the usual list of course requirements, this course will focus on just a handful of classic texts so that students can focus their efforts on learning to read and think theologically about central Christian theological topics: faith, theology, God, Christ, and Spirit. The course will also take into account the various needs and questions and abilities of the students who register. Specific procedures and requirements will vary with each section and professor.

*The Department*

**Th 062 Introduction to Christian Theology and Feminism (F, S: 3)**

This course aims to introduce students to some of the basic concepts, texts and methods of Christian theology, and to do this from a feminist perspective. In the context of this course, a “feminist” perspective will involve a commitment to see

the impact of Christianity on the freedom and well-being of women. Do Christian symbols and ideas have the power to bear healing and freedom to women? Or, on the contrary, are Christian symbols and ideas part of that from which women need to be freed?

These are the kinds of questions the course will raise. The instructor does not presume that all students will reach conclusive answers to these questions, or that everyone will reach the same answers. It is crucial, however, that all participants find these questions personally significant. Women, as well as men, who are sympathetic with feminist concerns are invited to participate.

*Kathleen Sands*

**Th 070 Roman Catholic Sacraments (F, S: 3)**

A survey of the seven sacramental actions through which the liturgical worship of the Roman Catholic Church is chiefly expressed. The course will investigate the biblical roots of sacramental theology, and attempt to trace its development from the post-Apostolic period to the liturgical reforms introduced by Vatican II.

*Edward Callahan, S.J.  
Michael Skelly, S.J.*

**Th 080 God and Revelation (F, S: 3)**

The basic predicate of Christianity is that God has made Himself known to humankind in a way which we could never attain ourselves. This course will consider the possibility of His revelation, its form, its summit in Jesus Christ. It will then consider special questions such as revelation in the Church, Scripture and Tradition, and the nature of Theology.

*Patrick Ryan, S.J.*

**Th 085 Faith, Reason and Revelation (F, S: 3)**

This course will study the questions that face the seekers and the doubters of the present age. Initial seminars and discussions will determine the direction and stress. Motivation, intelligibility and growth in a living act of faith will be studied. The personal aspect of faith as it looks at revelation will conclude the course.

*David F. Carroll, S.J.*

**Th 090–091 (Pl 090–091) Perspectives on Western Culture I, II (F: 6–S: 6)**

This is a special two-semester, twelve-credit course that fulfills all the Core requirements in philosophy and theology. The course will introduce the students into their philosophical and religious heritage through a study of the writings of the major thinkers who have formed our cultural traditions. The purpose of the course is to encourage students to discover the sources of those values that have formed their lives as well as to develop a critical and creative perspective toward themselves and their future.

*The Department*

**Th 098 (Bk 108) American Black Theology (F: 3)**

The intention of our inquiry will be to understand the phenomena—Black Theology. This requires our examining the particular way Black people appropriate the basic resources of theology, and then



create their own story about God and the way the world is and ought to be.

*Charles Stith*

**Th 099 Introduction to Black Theology (F, S: 3)**

Using the paradigm of Grace, Freedom, and Politics, this course will first uncover the development of African American religion from the chattel slave period through the present. Secondly, we will set forth the conditions necessary for the African American Church and people to come of age.

The course will include lectures concerning the paradigm and the development of Christian and Western thought, and group presentations on special topics (African American women/men, racism, politics, economics, psychology, sociology, science, denominations, institutions and associations, literature, art, and music).

*C. Kirkland Harris*

**Th 102 (Bk 115) Contemporary Black Theology (S: 3)**

This course is designed to survey the thought of the major contemporary black theologians such as James Cone, DeOtis Roberts, Albert Cleaje, etc. Attention will be given to the background of contemporary black theology and the influence of the civil rights and the black power movements.

*Charles Stith*

**Th 107 (Bk 120) Religion in Africa (F: 3)**

The course is designed to introduce the varieties of African religious experience. The content and significance of African religion as an autochthonous religion will be outlined. Christianity and Islam as the extended religions to Africa will be discussed. While emphasis will be laid on the impact religion has had on African communities within the context of peace and justice in the world, the course will also consider the role of religion in changing Africa.

*Aloysius Lugira*

**Th 108 (Bk 121) Christianity in Africa (S: 3)**

This course is intended to give a historical bird's-eye-view of Christianity in Africa. While Christianity in general will be touched on, emphasis will be laid on the development and the extension of the Catholic tradition in Africa. The three stages within which Christianity has so far been established in Africa will be discussed. Finally, a theological outline of the response Christianity has received in Africa will be considered for the purpose of visualizing the future role of Christianity in changing Africa.

*Aloysius Lugira*

**Un 120 New Scientific Visions**

See course description under Philosophy Department.

*Charles Hefling*

**Th 123 Suffering and the Challenge to Belief (F: 3)**

What response can anyone make to the human suffering of the age? One might begin in utter confoundment, and end in anger, forsaking the possibility of understanding. One might begin in stoicism, and gradually or suddenly achieve insight and

understanding in ways that seem mysterious and unexpected. We will examine each of these responses during the semester with reference to literature, theology and field experience. *Open to students in PULSE Program only.*

*Richard Carroll-Keeley*

**Th 125 Forms of Christian Commitment (S: 3)**

We will begin with a study of the person Jesus, who evokes the Christian commitment, and then consider the mysterious personal process whereby one comes to that commitment. A survey of the representative attempts, personal and corporate, to live out that commitment forms the heart of the course. *Open to students in PULSE Program only.*

*Richard Carroll-Keeley*

**Th 154 Eastern Orthodox Christianity (F: 3)**

An introduction to Eastern Orthodox Christianity, including a historical survey, perspectives in Eastern Orthodox Theology, worship practices, monasticism and spirituality, as well as contemporary issues in Eastern Orthodox Christianity.

Core I

*Lewis Patsavos*

**Th 168 Gods and Goddesses of India (F: 3)**

Through the study of the religion and beliefs of the people of another culture, we can come to a fresh and better understanding of our own religion and beliefs. In this course some of the main deities of India will be examined in terms of how the Indian people have related to them and written about them, with particular attention to how these divine figures fit into a whole culture and viewpoint of life. Figures included in this study will be Indra, Brahma, Visnu, Siva and the Goddess. In the final weeks of the course comparisons will be made with the Old and New Testament understandings of God.

*Francis X. Clooney, S.J.*

**Th 177 Holy Men and Women of India (S: 3)**

The attitudes of Indian religion toward the human person, prayer and growth in the spiritual life will be examined by a study of some key historical and mythological figures in the Indian tradition. Attention will be paid to how these individuals fit into larger social contexts, and how tradition has presented them to us. Figures to be studied will exemplify different strands of the Indian tradition, and include Gautama Buddha, Arjuna of the Bhagavad Gita, Nammalvar of south India, Kabir of north India, Mirabai the medieval woman saint, Gandhi and the holy couple Ramakrishna and Sarada. Comparisons will be made with saints of the Judaeo-Christian tradition.

*Francis X. Clooney, S.J.*

**Th 185 Catholic Theology of Marriage (F, S: 3)**

This course will seek to examine the meaning of marriage in Catholic theology and to investigate the relevance of the theological data for contemporary humanity in view of recent sociological and psychological factors. The nature of human love

and special problems of sexual morality will be considered.

*Patrick J. Ryan, S.J.*

**Th 197 Introduction to Christian Worship (F, S: 3)**

The human response to God in terms of praise, thanksgiving, petition and repentance, as revealed in Christian worship. Our study will focus upon the liturgy's contribution to our understanding of God and communion with the Holy through symbolic speech and ritual action.

*A. Brandt Henderson*

**Th 199 Liturgy in Contemporary Human Experience (F: 3)**

As Christians, rituals are an important part of our lives. This course is designed to explore this significance. The specific rituals(s) to be investigated will be the liturgy of Eucharist and other sacramental activity of the Catholic Church. The importance of liturgy to the living out of everyday life experience will be a primary focus. Included will be the recurring consideration of the relationship of liturgy to the developmental period of young adulthood, particularly the college years. Thus, this study of liturgy will include not only theology but the impact of the behavioral sciences of psychology, sociology and anthropology to an understanding of Christian worship.

*Joseph Marchese*

**Th 202 Theology of the Divine Presence (F, S: 3)**

After a study of the divine attributes from reason and theological sources, this course pursues the witness of both the Old and New Testaments to the Divine Presence, and presents a study of specific modes of God's natural, supernatural and ministerial presence in the created universe, as well as the indwelling presence in the souls of those who make a total response in faith in their personal encounter with God. Classical and modern spiritual writers will be discussed.

*Miles Fay, S.J.*

**Th 206 Relationships: A Way to Know God (S: 3)**

How do we experience the unseen God but through those whom we see and know? For people like ourselves, human relationships have the potential to reveal God's presence in a dynamic and reassuring way. For Christians, Jesus is the very manifestation of God in human experience. All life, in turn, is sacramental; therefore, as Christians, we realize that all human encounters contain the possibility of imaging God's relationship to us.

A variety of relationships in life will be examined in order to explore how these relationships reveal God's presence. Of special concern will be seeing our search for intimacy as deeply connected to our seeking after God. Among the relationships to be explored will be friendship, lovers, marriage, parent and child, and communal settings of which we may be part. The course will attempt to address the communal nature of the Christian life and the incarnational character of religious belief and practice.

*Joseph Marchese*



**Th 211 Theology of Christ (F, S: 3)**  
Biblical, historical and Conciliar sources define the reality of the person and mission of Jesus Christ in the facts of the Incarnation and total Christ-Event of Christianity. The subordinate, but efficacious role of Mary in the redemption of the human race, summarized in the teachings of the Vatican II, and subject of prominent ecumenical concern, will also be included.

*Miles Fay, S.J.*

**Th 213–214 Foundations of Catholic Theology I and II (F: 3–S: 3)**  
Since Vatican II, how much, and in what specific ways has the understanding of the Catholic faith changed or remained the same? The overall Catholic heritage, as well as specific exegetical, dogmatic, historical, systematic, and ecumenical questions will be considered in the light of Vatican II.

*Harvey D. Egan, S.J.*

**Th 217–218 Catholicism I, II (F: 3–S: 3))**  
An exposition of the foundations of Catholic theology from an historical, doctrinal and ecumenical perspective. The three major themes dealt with are: human existence, God and Jesus Christ.

*Edward Callahan, S.J.  
Thomas Groome*

**Th 219 Conversion and Faith in God (F, S: 3)**

Principal goal: to discuss links between personal conversion (consisting of intellectual, psychic, existential and religious dimensions) and the several ways in which believers have imagined and conceived of God. Images of God drawn from the Bible and from modern time: comparison and discussion. Nineteenth and twentieth century critics of religion (Fueurbach, Marx, Nietzsche, Freud, Jung). The role of symbols, feelings, images and ideas in the knowledge of God.

*Louis Roy, O.P.*

**Th 221 Christian Imagination (F: 3)**  
First, a study of some classical forms of Christian imagination for the way they express basic Christian beliefs. Secondly, a comparison of Christian imagination to the classical forms expressing other religious beliefs. Thirdly, a study of modern forms of Christian imagination for the way they express Christian belief. The purpose of the course is a study of religion, specifically Christianity, in the act of creation, i.e., in verbal, pictorial, architectural, sculptural, musical creation.

*Francis Sullivan, S.J.*

**Th 224 Religious Dimensions of Literature (F, S: 3)**

This is the first of two courses that will explore the problem of God in 19th and 20th century literature. Semester 1 will focus on the themes of creation, and destruction in the re-imaging of God by such writers as Holderlin, Emerson, George Eliot, Melville, Dostoevsky, Nietzsche, and Conrad. Semester 2 will consider images of alienation and redemption in attempting to recover traces of God in the works of T.S. Eliot, Joyce, Hesse, Camus, Murdoch, Wallace Stevens, and Silone.

*Irena Makarushka*

**Th 243 God and Modern Consciousness (F, S: 3)**

We desire because we are desirable. This is the law of eros whereby desire is oriented toward intimacy and community and awaits the touch of divine grace. To uncover this law is to break with a philosophical mistake millennia old which bases desire not on fullness but on lack. We awaken to our goodness in being attracted to another person—that is, indirectly. There is, however, the experience of a direct awakening—the conversion experience. Having thus applied the law of eros in the horizontal and vertical dimensions, we have to consider its vicissitudes vis-a-vis our situation as traumatically born and traumatically sexually differentiated beings. To this condition, of a ruptured sense of our desirability, the healing Saviour applies himself, bringing his disciples to the maximum of *indirect* awakening through his life and ministry. Thus charged, the situation explodes into the desolation of Golgotha, which ushers in the direct, divine, Spirit touch of the risen Jesus.

*Sebastian Moore, O.S.B.*

**Th 272 The Nature, Dignity and Destiny of the Human Person (F, S: 3)**

This course deals with the Theological Virtues, especially Faith; and with the Cardinal Virtues, especially Prudence, Justice, Temperance.

*Felix Talbot, S.J.*

**Th 282 Theology of the Church (F: 3)**

An introduction to the basic notions of ecclesiology. Jesus' preaching of the "reign of God" and the formation of Christian communities in the post-Resurrection period. Christian institutions and practices in the formative generations. Diversity and unity in beliefs and prayer. Continuity in Christian communities amid discontinuity especially at the Reformation and at Vatican II.

*Michael Fahey, S.J.*

## Level One

**Th 001 Introduction to Biblical Hebrew (F, S: 3)**

The study of the fundamentals of biblical Hebrew grammar and the acquisition of a vocabulary of the frequently occurring words in the Hebrew Old Testament will be the objectives of this introduction.

*Jeremiah Donovan, S.J.*

**Th 002–004 Elementary Hebrew I and II (F: 3–S: 3)**

A study of the Hebrew language. Part I will introduce the students to the Hebrew alphabet, printed and script, and stress the acquisition of a basic vocabulary of 1,000 words, with simplified rules of grammar designed to facilitate the reading and comprehension of simple texts. Texts chosen will be primarily from Jewish religious literature, including Bible, Mishnah, and Midrash.

Part II, second semester, will continue with reading in Hebrew literature, and strengthening of grammatical control. In Part II, there will also be a greater emphasis on composition, the written word, as well as conversation.

*David Neiman*

**Th 198 (SI 221) Language of Liturgy (S: 3)**

The application of structural techniques to an analysis of liturgical form, both in the poetic-religious context of the language of worship, and in the more broadly-based systems of non-verbal symbolism (music, gesture, vestments and appointments).

*Michael J. Connolly*

**Th 283 Northern Ireland Conflict (F: 3)**

The course will study the psychological dynamic of the communal conflict, its economic, social and political bases in history and in contemporary consciousness. Topics will include the security problems, political options, legal systems, prospects of economic recovery, communal perceptions within Northern Ireland, governmental and public opinion perceptions in Britain and in the Republic of Ireland. Comparison will be made with other conflicts.

*Raymond G. Helmick, S.J.*

**Th 285 Lebanon In Conflict (S: 3)**

This course examines the still-unfolding conflict in Lebanon, the balance of confessional and social forces, the breakdowns of 1958, 1975–76, and the continuing crisis since. Distinction will be made between such conflict factors as are internal to Lebanon and those that are imposed by external forces; what is reality and what is paranoia. The Lebanese conflict will be located within the broader crisis of the Middle East. The strengths and weaknesses of the traditional Lebanese pluralism will be discussed, and elements sought which can produce healing in Lebanon and service to the region.

*Raymond G. Helmick, S.J.*

## Level Two

**Th 035 Biblical Interpretations in Ancient Christianity and Judaism (F: 3)**

Both Jews and Christians from antiquity to the present have asked what the Bible means, and how it is to be lived. To answer this question, they have proposed a variety of interpretations which have been prompted by and have spoken to their communal and personal situations and needs. These ancient interpretations, some contained in the Bible itself, will initiate reflections on how the Bible may be interpreted, and what its meaning is for today.

*Anthony J. Saldarini*

**Th 036 Reading and Interpreting the Gospels: The Passion Narratives (S: 3)**

This introduction to the gospels is organized around a study of the passion narratives in Matthew 26–27, Mark 14–15, Luke 22–23, and John 18–19. The first part of the course will include an introduction to scholarly and spiritual reading in the passion narratives and related texts in the New Testament. The second part of the course will involve an introduction to interpretation of the portrayals of Jesus, Judas, and Pilate, the scenes of the Last Supper, trials, and Crucifixion, and other characters and scenes of the passion narratives in art, drama, film, literature, music, popular piety, and theological study.

*Susan M. Praeder*



### Level Three—Biblical

#### Th 309 Old Testament Narrative (S: 3)

A survey of types of narrative in the Old Testament (myth, saga, legend, history, novella), their literary characteristics and theological dimensions. Attention will be given to representative examples taken from the books of Genesis through Kings.

J. Cheryl Exum

#### Th 310 The Psalms (F: 3)

*Prerequisite:* Intermediate-level introductory course in the Old Testament

The Book of Psalms, often called the *Psalter*, is a condensation of the whole Old Testament, an epitome of its theology. The content of this course is a detailed study of about a third of the 150 psalms of the Psalter.

The class format is principally lecture, but discussion is encouraged. Discussion presupposes careful preparation, consisting of a reading of the appropriate psalms and commentaries. To encourage class participation, the number of students is set at approximately 20.

Philip King

#### Th 357 Pauline Tradition (F: 3)

*Prerequisite:* Completion of Theology Core including an introductory course in biblical studies.

Survey of Pauline thought, as developed in major letters to Paul. Recent developments in "structural" literary analysis of Paul's letters are explored, and the student is introduced to recent "sociological" analyses of the urban Christianity of the Pauline churches.

PHEME PERKINS

#### Th 363 Luke-Acts (F: 3)

A study of Luke-Acts as a narrative theology, a story of the salvation of God in Jesus Christ, Christian existence, and Christian community. The course includes an introduction to issues in Luke-Acts scholarship: Luke and the synoptic tradition, Acts as a source for early Christianity, the genre of Luke-Acts, and the Lukan community.

Susan Praeder

#### Th 367 New Testament and Judaism (S: 3)

Themes, ways of thought, practices and historical events common to Judaism and Christianity will be examined in the New Testament and in New Testament sources. Study will focus on the origin of Judaism in Christianity, the independent development of each group and their characteristic ways of relating to God.

Anthony J. Saldarini

### Level Three—Historical

#### Th 423 Seminar in Latin Patrology (S: 3)

*Prerequisite:* Latin

A critical and philological examination, in the original, of a genre, author, problem, or period in the history of Latin patristic literature. This semester the seminar will be devoted to the study of Augustine. *De fide rerum quae non videntur*.

Margaret A. Schatkin

#### Th 425 Seminar in Greek Patrology (F: 3)

*Prerequisite:* Greek

A critical and philological examination, in the original, of a genre, author, problem, or period in the history of Greek patristic literature. This seminar will be devoted to the study of Theodoret, *Curatio*.

Margaret A. Schatkin

#### Th 442 Religion in the United States

This course will survey the history of the religious, theological and institutional developments of the major Christian and Jewish traditions in the United States, and will treat the questions connected with an American civil religion.

Thomas E. Wangler

#### Th 446 Dante and Christianity (S: 3)

Analysis of Dante's view of Christianity and its relation to civil society. Investigation of new approaches to the study of the *Divine Comedy* and the basic problems that it raises. Of interest also to students in Political Science.

Ernest Fortin, A.A.

#### Th 454 Boston Catholic History

Offered Spring, 1987.

Thomas Wangler

#### Th 459 Reformation in the Middle Ages (S: 3)

This course will study the ways in which the Church attempted to meet changing historical conditions during the thousand-year period we call the Middle Ages. We will discuss the moral, educational and organizational reforms sought by those within the ranks of the Church, and the dissent of the medieval heretics who sought reformation outside the Church.

Patricia DeLeeuw

#### Th 564 Contemporary Issues in Theological Ethics (F: 3)

To engage in current controversies in Christian ethics, participants shall consider issues both methodological, e.g., the function of norms, use of Scripture, use of moral philosophy; and substantive, e.g., sexuality, just war and pacifism. Authors may include J. Gustafson, P. Ramsey, J. Yoder, J. Fuchs, R. McCormick, G. Gutierrez, E. Schussler Fiorenza, S. Hauerwas.

Lisa Sowle Cahill

#### Th 698 The Search for the Self in Religion and Psychology (S: 3)

The problem of the nature of "the self" has long engaged religious thinkers, both East and West. It has also emerged as a central theoretical and psychotherapeutic concern in modern depth psychology (Jung, Kohut, Lacan, Fingarette). This course attempts a dialogue between spiritual traditions and psychological thinkers on the origins, formation and future of "the self." Some prior background in psychology and theology recommended.

John McDargh

#### Un 300 FPJ Senior Project (S: 3)

*Prerequisite:* Permission of the Director, Program for the Study of Faith, Peace and Justice.

This course provides the "finishing touch" for students in the Program for the Study of Faith, Peace and Justice.

Students enrolled in the seminar work closely with a faculty project advisor from the department of their major, and present preliminary results of their project study in the seminar. Student and faculty responses to the presentation will help shape the presenter's project into a finalized form. The seminar provides a unique opportunity for the individual student to integrate several years of study in the Program, while at the same time learning about an interesting range of issues from fellow students.

James A. O'Donohoe

### Level Three—Comparative and Systematic or Doctrinal

#### Th 351 Perspectives on Liturgical Celebration (S: 3)

Liturgical celebrations in a variety of pastoral situations, including Sunday worship in the parish, worship with children, the aged, etc. In addition to the Eucharist, the course will cover celebrations of baptism, confirmation, reconciliation, anointing of the sick, liturgy of the hours for parish use, and unique occasions. Subject will include the theology of worship, elements of liturgy (space, environment, ministers, music), and the planning of liturgy.

A. Brandt Henderson

#### Th 352 Christian Initiation and the Catechumenate (F: 3)

The history and theology of Christian initiation from Apostolic times to the present. One-half of the course will focus upon the theology of initiation found in the current RCIA (Rite of Christian Initiation of Adults) including attention to issues of parish policy and implementation. Some attention will also be devoted to the initiation of children of catechetical age.

A. Brandt Henderson

#### Th 386 Good and Evil in Indian Thought (F: 3)

Introduction to comparative ethics through a study of Indian ethical theory, primarily in the Hindu tradition, but also with reference to Buddhism and Jainism. Topics include: the Indian view of good and evil as physical and moral realities; the problem of suffering, its causes, and the response to it; the nature of the self, freedom, and moral responsibility; guilt, sin, purification and forgiveness in the specifically religious context; *dharma* ("righteousness") and *karma* ("rebirth") evaluated from an ethical perspective; love and social responsibility in traditional Indian society; the goal of transcending good and evil. Particular ethical issues to be discussed include: the morality of the caste system; the treatment of women; non-violence as a moral and religious imperative; the ethical viewpoint presumed by Hindu law. Throughout, but particularly in the final weeks of the course, comparisons will be made with Judaeo-Christian ethics.

Francis X. Clooney, S.J.

#### Th 387 Revelation and Scripture in Hinduism and Buddhism (S: 3)

An introduction to the sacred writings of India (particularly within Hinduism), to Indian theories of language, revelation and inspiration, to basic Indian methods



of interpreting and using Scriptures (commentary, exegesis, liturgical use). Texts considered will include the Rg Veda, the Upanisads and the Bhagavad Gita in the Sanskrit tradition; the early Buddhist Sutras; the vernacular, "popular" Scriptures of Tamil south India; the Sikh Scriptures. Important Scripture scholars studies will include Jaimini, Sankara, Ramanuja and the south Indian acaryas. The course serves also as an introduction to the comparative study of Scriptures; how can we better appreciate the Bible by understanding how various religions use their Scriptures?

*Francis X. Clooney, S.J.*

**Th 397 The God of the Judaeo-Christian Tradition (F: 3)**

The question of God. An examination of the compatibility/incompatibility of the God of the philosophers with the God of Abraham, Isaac, Jacob and Jesus. God as revealed in Jesus. The forte of such Jewish thinkers as Buber and Heschel, and of such Christian theologians as Aquinas, Barth, Moltman and Lonergan. The problem of God after the cultural collapse of theism (i.e., after Kant and Nietzsche, "God is dead"). A discussion of some attributes or functions assigned to God by classical theology, viz., impassability, omnipotence, etc., selected according to student interest.

*Louis Roy, O.P.*

**Th 398 Theology of Grace (S: 3)**

The language of grace in the New Testament. The distinctive emphases of Augustine and the Greek Fathers. The medieval movement culminating in Aquinas. Towards a systematic understanding of grace. Luther, the Council of Trent, modern controversies. Contemporary contributions, whether in terms of the supernatural existential (K. Rahner), of meaning (C. Ernst) or of interiority (B. Lonergan).

*Louis Roy, O.P.*

**Th 470 Contemporary Ecclesiology (S: 3)**

This course presumes a basic understanding of fundamental notions of ecclesiology, and explores major trends from the perspective of Europe (Congar, Rahner, Kung and Moltmann), North America (Dulles, McBrien) and Latin America (Gutierrez, L. Boff and Alvez). Tensions between centralist, universalist ecclesiology and particularist, regional ecclesiology. Special attention to ministry, authority, and religious experience.

*Michael Fahey, S.J.*

**Th 486 Eucharistic Theology (F: 3)**

Presentation of the mystery of the Eucharist from the standpoint of a theology based on the liturgical celebration as found in the classical liturgies of the East and West. Slide lectures on the history of the Eucharist (practice and theology) are included.

*Edward Kilmartin, S.J.*

**Th 487 Theological Foundations (F: 3)**

The theme of this course is a question: What are we doing when we are "doing theology"? Answering this question will involve an examination of such topics as the role of commitment, faith, and spirituality in the work of the theologian; theology's relation to religious communities on one hand, and to academic disciplines like history, philosophy, and psychology on the other; the norms and criteria of theology and how they are applied; the sort of thing theology has been, and the direction(s) in which it is moving at present; the connections between the various branches of theology; and what makes "systematic" theology systematic.

*Charles Hefling*

**Th 503 On the Incarnation (S: 3)**

*Prerequisite:* One upper-level New Testament course *or* consent of the instructor. This course approaches the question, "Who Is Jesus Christ?" by starting from the prior question of why it matters who Christ is. The development of the classic doctrines of Christ's person and work will be examined using primary sources in translation, and the challenge to these doctrines posed by modern psychology, philosophy and historical/critical scholarship will be considered. Readings will include works of Athanasius, Anselm, Thomas Aquinas, P. Tillich, and S. Moore.

*Charles Hefling*

**Th 580 Natural Law (F: 3)**

An analysis of the origin and various forms of the Christian natural law doctrine. Emphasis on early Christian and medieval authors, natural law and history. The contemporary critique of natural law. This course is also of interest to students in Political Science.

*Ernest L. Fortin, A.A.*

**Th 660 Ecumenical Theology (S: 3)**

The origins and roots of modern movements towards unity among Christians; confessional families (worldwide, national); ecumenism's contribution to paradigm shifts in confessional self-understanding; official consensus statements and the process of "reception"; particular emphasis on eucharist, ministry and authority, especially as perceived by Roman Catholics, Orthodox and Anglicans.

*Michael Fahey, S.J.*

**Th 670 Eastern Contributions to Western Christianity (S: 3)**

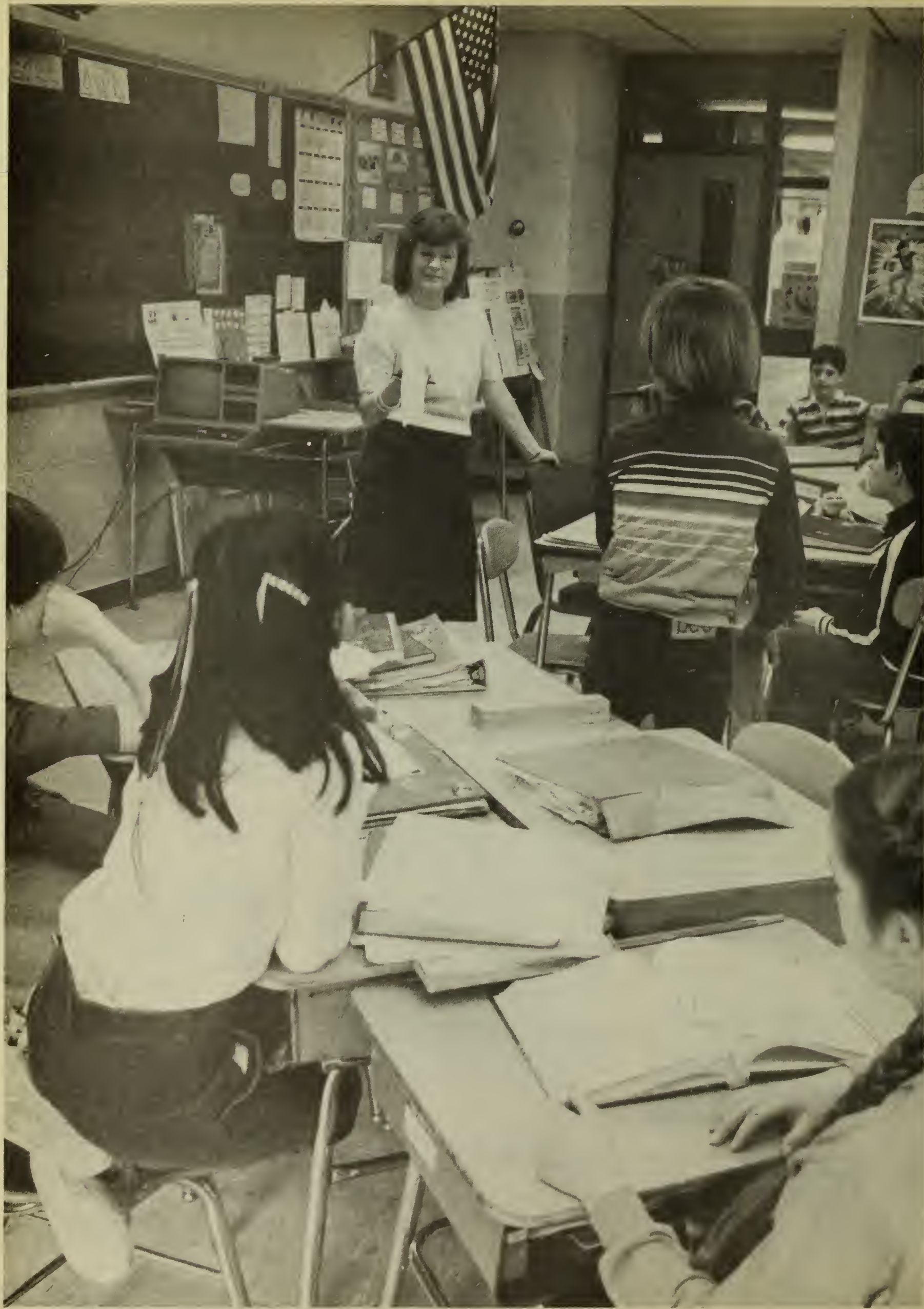
The historical origins of estrangement between Christian churches of the East and West; characteristics of structural institutions and theological emphases; modern efforts at reconciliation; cooperative theological undertakings; principal themes and concerns of contemporary Eastern Christian theology.

*Michael Fahey, S.J.*

## University Courses

University courses are interdisciplinary courses which may be offered by various departments. For the academic year 1985-86, "Un" courses may be found under the Philosophy, Romance Languages and Theology department listings in this Bulletin.







## School of Education

The School of Education was founded in 1952 as the first co-educational undergraduate college on the Chestnut Hill campus. It is one of four undergraduate schools at Boston College and has as its primary mission the professional preparation of individuals who intend to enter the fields of education or other human services. Students may choose to major in Early Childhood Education, Elementary Education, Middle School Education, Secondary School Education, Special Education, Severe Special Education, or Human Development. Many options are also offered within these seven majors, e.g. Bilingual Education, Computer Usage, Gifted Child, Mathematics, Reading, Speech Science, Media and Fine Arts, and other areas.

Within the Special Education program students may choose to major in teaching children with Moderate Special Needs. Because of state regulations requiring regular certification prior to endorsement as a teacher of children with Moderate Special Needs, students in this program will also fulfill the program requirements in Elementary Education or Early Childhood Education. Students interested in this field are to declare this double major by the end of the sophomore year.

Students may also choose a program in Severe Special Needs. This program prepares a person to work with severely handicapped individuals in separate special classes located in public schools, in special day schools, or in residential schools.

The Secondary Program is taken in conjunction with a major in the College of Arts and Sciences. Currently, the student may follow a program in Art, Biology, Chemistry, Physics, English, History, Mathematics, French, or Spanish, Speech Communication and Speech Theatre, or Theology.

Since Massachusetts has recently revised its certification regulations, all programs offered by the School of Education may be subject to revision depending upon the final interpretations of the State Department of Education.

A major in Human Development is now offered in the School of Education. This new program prepares students for further graduate study in Counseling or Educational Psychology. In fact, it may be considered a pre-Counseling program. It also prepares students for initial entry positions at the end of four years in various psychological and educational settings. The ten-course major gives a strong background in the area of Psychology. It is specifically designed for students who wish to work in non-school settings.

The School of Education also has many distinct graduate programs. Seniors may normally elect graduate courses in the four divisions: Educational Foundations, Counseling Psychology, Special Education, and Curriculum, Instruction, and Administration. In some areas of study, a student may complete the Master's Degree in one year.

## Academic Regulations

All students entering the School of Education are to follow a program of study in selected majors and complete University Core requirements and electives needed to fulfill degree requirements. A minor in the College of Arts and Sciences is also required. All programs lead to the degree of Bachelor of Arts.

### Requirements for the Degree

1.1 The requirement for the Bachelor's degree is the completion, with satisfactory cumulative average (at least 1.5), of at least 38 one-semester courses (each carrying a minimum of three semester-hour credits), normally distributed over eight semesters of four academic years.

1.2 Within the 38 courses, the following 12 courses, comprising the University Core curriculum, are required of all students. Students are advised to select Core courses very carefully, making sure they satisfy the Core in each department in Arts and Sciences. Identification of the Core courses can be determined by contacting the appropriate department head in Arts and Sciences and by reference to each semester's *Schedule of Courses*. Students are encouraged to complete Core courses in the freshman and sophomore years.

- 2 courses in European History
- 2 courses in Philosophy
- 2 courses in Theology
- 2 courses in either Natural Sciences or Mathematics
- 2 courses in Social Sciences (including Sociology, Political Science, Economics or Psychology)
- 2 courses in English

1.3 A minor of four to six courses in an Arts and Sciences discipline is required of all students in the School of Education. This minor should be in areas which complement the program in the School of Education, e.g. English, Spanish, Mathematics, Art, History, Psychology, etc. Minor programs need the approval of the Associate Dean's Office.

1.4 The remaining courses include education major courses (which vary with the particular field of concentration) and electives. Those students majoring in a liberal arts area will complete the same courses in their major as are required of Arts and Sciences students.

### Normal Program

2.1 Program Distribution: The normal course load for freshmen, sophomores, and juniors is five (5) courses each semester; for seniors, four (4) courses. A freshman or sophomore who wishes to take only four courses may do so but must consult with the Associate Dean. A sixth course may be taken by students whose average is B (at least 2.9). A student whose average is between 2.0 and 2.9 must obtain approval for a sixth course from the Associate Dean, and, as with all courses, from the department involved. Average is here taken to mean the student's most recent semester average or cumulative average, whichever is higher. Any sixth course must be designated as an audit or for credit

when registering at the beginning of each semester.

2.2 During the first two years students are required to enroll each semester in a minimum of three credits in Education, unless otherwise approved by the Associate Dean.

2.3 No more than eleven courses may be taken for credit in one year without special permission of the Associate Dean.

2.4 Full-time status for a student in any class requires enrollment in at least four courses in each semester.

2.5 Tuition shall apply per semester as published, even if the student carries the minimum full-time load or less.

2.6 Acceleration: Acceleration of degree programs is possible in exceptional circumstances, provided Dean's approval is obtained at least two full semesters before early graduation and University policies governing acceleration are followed.

2.7 The only courses which a student, after admission to Boston College, may apply toward a School of Education degree (whether for Core, major, or total-course requirements) will be those taken at Boston College in a regular course of study during the academic year. The Office of the Associate Dean is authorized to grant exceptions to the provisions of this regulation for the following situations:

- official cross registration programs;
- the Junior Year Abroad Program;
- official college exchange programs;
- special study programs authorized by the Office of the Associate Dean
- removal of deficiencies incurred by failure, withdrawal from a course, or course underload;
- subject to certain restrictions, courses in the Evening College of Arts and Sciences and Business Administration as approved by the Office of the Associate Dean of Education.

Any of the above exceptions granted must be based on prior written approval from the Associate Dean.

### Transfer into the School of Education

3.1 The School of Education expects that students transferring into it from other schools of Boston College will have a record free of academic deficiencies and a cumulative average of at least 2.5 and will complete at least four semesters of full-time study in Education after the transfer.

3.2 For students who have transferred from a college or university other than Boston College, courses which have been granted transfer credit and which are similar to the offerings of Boston College will count toward degree requirements.

### Pass/Fail Electives

4.1 In sophomore, junior, or senior year a student may, with the approval of the department offering the course, take an elective course or courses on a pass/fail basis. The course(s) must be in a department other than the one(s) in which the student is majoring; pass/fail evaluations may not be sought in Core or major courses. A student must indicate his or her desire to take a course on a pass/fail basis at registration time in the office of the Associate Dean.



4.2 No more than six (6) courses for which the final grade is pass will be counted toward a degree.

### **Fulfillment of Requirements by Equivalencies**

5.1 In the following circumstances, departments may rule that specific degree requirements may be met by equivalencies for certain courses.

5.2 A student, anytime before senior year, may be relieved of a Core requirement without receiving credit by demonstrating, by means of an equivalency examination, to the chairperson of a department that administers courses satisfying the Core requirement, that he or she has mastered the content of such a course.

5.3 In certain departments there are courses in which continuation in the second semester is intrinsically dependent upon mastering the content of the first semester. A student who fails or withdraws from the first semester of such a course, may, with the approval of the Associate Dean, be allowed to continue in the course and gain credit and the grade of D– for the first semester by passing the second semester satisfactorily (with a C+ or better if graded). This regulation may be applied also to Pass/Fail electives involving a two-semester offering provided both semesters are taken Pass/Fail. The grade of Pass, rather than D–, will be awarded for the first semester in such cases. A list of departments and courses where these regulations apply is on file in the Office of the Dean of Arts and Sciences.

### **Requirements for Good Standing**

6.1 In order to remain in the School, a student must maintain a cumulative average of C– (at least 1.5) as the minimum standard of scholarship and have passed at least nine courses by the beginning of the second year, nineteen by the beginning of the third year, and twenty-nine by the beginning of the fourth year.

6.2 Failure to maintain good standing, either through a low cumulative average or by incurring failures and/or withdrawals, or by taking an underload, will result in the student's being placed on warning, or being required to withdraw from the School, as the Academic Regulations Board shall determine. Unless the student returns to good standing by the approved methods (see Course Make-Up) or should the student incur additional failures or withdrawals, or carry an underload, while on warning, the student will be required to withdraw from the School at the time of the next annual review.

6.3 A student who has not passed seventeen courses after two years or twenty-seven after three years will be required to withdraw. If seven courses are not passed in one year, withdrawal will be required. If a student passes only one course in a semester, the Academic Regulations Board may require immediate withdrawal.

6.4 No student may begin a given academic year in September with more than one deficiency. Three deficiencies within an academic year will mean dismissal. A deficiency is defined as a failure in a course, a withdrawal from a course, or an unapproved underload.

### **Course Make-up**

7.1 A student who has failed or withdrawn from a course may make up the credit by passing an additional approved course during the regular school year or in a summer session at Boston College (with a grade of at least C–), or at another accredited four-year college (with a grade of at least C–). All make-up courses must be authorized by the Office of the Associate Dean prior to registration in them.

7.2 To make up deficiencies, no more than two approved three-credit courses or their equivalent will be accepted from any one summer session; and no more than a total of three approved three-credit courses or their equivalent will be accepted from two or more sessions in the same summer.

7.3 A student who has been or will be required to withdraw may seek approval of the Associate Dean for summer courses, and may thereby become eligible for consideration for reinstatement. A student who does not receive permission for summer courses or who fails to achieve creditable grades in approved summer courses will not be allowed to matriculate in the School of Education.

### **Class Attendance**

8.1 As part of their responsibility in their college experience, students are expected to attend classes regularly. Students who are absent from class or field experience will be evaluated by faculty responsible for the course to ascertain their ability to achieve the course objectives and to decide their ability to continue in the course.

8.2 A student who is absent from class is responsible for obtaining from the professor or other students, knowledge of what happened in class, especially information about announced tests, papers, or other assignments.

8.3 Professors will announce, reasonably well in advance, all tests and examinations based on material covered in class lectures and discussions, as well as on other assigned material. A student who is absent from class on the day of a previously announced examination is not entitled, as a matter of right, to make up what was missed. The professor involved is free to decide whether a make-up will be allowed.

8.4 In cases of prolonged absence, due to sickness or injury, the student or a family member should communicate with the Dean of Students and the Associate Dean of the School as soon as the prospect of extended absence becomes clear. The academic arrangements for the student's return to courses should be made with the Associate Dean of the School of Education as soon as the student's health and other circumstances permit.

### **Professional Field Experiences**

9.1 Sophomore and junior field experiences are an essential part of the curriculum in the School of Education. Attendance is required of all students assigned to cooperating school systems and agencies. When a student is absent, it is his or her responsibility to inform the school

or agency and the Director of Field Experiences.

9.2 The student-teaching experience in the senior year must be completed by all students seeking certification. A cumulative grade point average of B– (2.5) and successful completion of all courses leading to student teaching will be necessary for acceptance. All students will be screened for eligibility and any who fail to meet the standards (academic, health, maturity) will be excluded from Student Teaching. Those so excluded will take courses on campus during the semester to qualify for a degree from Boston College, but not for recommendation as future teachers. No student will be allowed to enroll in an overload while taking Student Teaching.

9.3 Experiences in schools and agencies are a vital part of the curriculum in the School of Education. The facilities utilized for these experiences are located in Boston and neighboring areas. Students are responsible for providing for their own transportation to and from these facilities.

### **International, Out-of-State Program for Undergraduate Studies**

9.4 The School of Education's International and Out-of-State Program offers undergraduate classroom and research opportunities in a variety of foreign countries and out-of-state settings. International settings include classrooms in such countries as Switzerland, Ireland, Great Britain, Scotland, and Australia. Out-of-State settings provide opportunities to work on Indian reservations in Montana and New Mexico, rural schools in Vermont, the mid-west, or schools in Colorado and California. For information regarding course work and requirements, contact the Program Director for International/National Programs, School of Education, Campion 115, Boston College.

### **Leave of Absence**

10.1 A student in good standing who desires to interrupt the normal progress of an academic program and to resume studies at Boston College within a year may petition for a leave of absence. The process begins in the Office of the University Registrar (Lyons 101). A leave of absence will not normally be granted to students who expect to do full-time academic work at other institutions and will be extended for no more than one year, although petition for renewal is possible.

### **Academic Integrity**

11.1 Students at Boston College are expected to have high standards of integrity. Any student who cheats or plagiarizes on examinations or assignments is subject to dismissal from the College. Cases involving academic integrity shall be referred to the Dean's Office for adjudication.

### **Grade Change**

12.1 In exceptional circumstances, a grade change may be warranted. All such grade changes must be submitted for approval to the Associate Dean's Office no later than six weeks after the beginning of the semester following that in which the



course was initiated. This rule applies also to those grade changes that result from the completion of course work in cases where an extension was given to a student by a professor to finish the work after the end of the semester in which the course was initiated.

**The Dean’s List**

The Dean’s List recognizes the achievement of students semester by semester. The List classifies students in three groups according to cumulative semester averages: First Honors (3.700–4.000); Second Honors (3.500–3.699); Third Honors (3.300–3.499).

**The Honors Program**

Scholarship and academic excellence has continually been a tradition at Boston College. To meet the needs of superior students, the School of Education offers an Honors Program. It consists of a Great Books Club and more advanced courses designed specifically for students eligible for first honors.

**Degree With Honors**

13.1 Latin honors accompanying the degrees of Bachelor of Arts and Bachelor of Science are awarded in three grades: Summa cum Laude, with Highest Honors, is awarded to the top 4.5% of the graduating class; Magna cum Laude, with High Honors, is awarded to the next 9.5% and Cum Laude, with Honors, to the next 15%. These percentages are based on the student’s 8-semester cumulative average.

**Awards and Honors**

*General Excellence Award:* An award presented by the Boston College School of Education to a senior who qualifies for a teaching certificate and has at the same time manifested outstanding achievement in all courses of study during four academic years.

*The Saint Edmund Champion Award:* An award presented by the Boston College School of Education for excellence in an academic major.

*The Dr. Marie M. Gearan Award:* An award presented in honor of Professor Gearan, a member of the original faculty and the first Director of Student Teaching, to a member of the senior class for outstanding academic achievement, campus leadership, and distinguished success as a student teacher.

*The Blessed Richard Guyn Award:* An award presented by the Boston College School of Education to a member of the senior class for outstanding promise as a secondary teacher.

*The Rev. Henry P. Wennerberg, S.J. Award:* An award presented in Honor of Father Wennerberg, S.J., the first spiritual counselor in the School of Education, to a member of the senior class who is outstanding for participation and leadership in school and campus activities.

*The John J. Cardinal Wright Award:* A good teacher is one who is dedicated to the art of motivating his or her students to learn. This award, in honor of His Excellency John J. Cardinal Wright, is pre-

sented to that senior who has shown expert use of his or her creativity and imagination in the area of motivation, and at the same time dedicated himself or herself to high educational ideals.

*The John A. Schmitt Award:* An award presented to a member of the senior class who, like Professor Schmitt, has consistently demonstrated compassion for his fellow man, integrity in his dealings with others, diligence in his profession, and courage in the pursuit of what he believes to be right.

*The Mr. and Mrs. Vincent P. Roberts Award:* An award presented to a member of the senior class who is distinguished for loyalty to the ideals and purposes of the School of Education.

*The Council for Exceptional Children Award:* An award presented to a man in the senior class—a member of the Boston College Chapter of the Council for Exceptional Children—for demonstration of unusual service to the care and education of handicapped children.

*The Council for Exceptional Children Award:* An award presented to a woman in the senior class—a member of the Boston College Chapter of the Council for Exceptional Children—for demonstration of unusual service to the care and education of handicapped children.

*The Rev. Charles F. Donovan, S.J., Award:* This award is presented to a member of the Junior Class in honor of Charles F. Donovan, S.J., founding Dean of the School of Education. Selected by the members of the class, the recipient of this award exhibits superior leadership, academic, and innovative qualities; demonstrates excellence in professional and personal commitment, and has a genuine concern for the needs and values of others.

*The Rev. James F. Moynihan, S.J. Award:* This award is presented by the Boston College School of Education in honor of James F. Moynihan, S.J., first Chairman of the Psychology Department and Professor of Counseling Psychology in Education for many years. The award is given to a student in the Human Development Program who has shown superior scholarship, contributed creatively to the well-being of others, and manifested dedication and commitment to the enhancement of the human development process.

**Majors in Education**

**Major in Early Childhood Education**

The major in Early Childhood Education prepares students for teaching normal and mildly handicapped children in regular settings in kindergarten through grade three, in nursery schools, and in early intervention programs. The program sponsors a demonstration Piagetian-based preschool, available to students for developing teaching competencies. Some aspects of this program may also be taken as a minor or a concentration.

**Education Course Requirements for the Early Childhood Major are:**

- Freshman*  
University Core Requirements  
Child Growth and Development I and II
- Sophomore*  
University Core Requirements  
Early Childhood Development and Learning  
Teaching Reading  
Educational Measurement  
Introduction to Children with Special Needs  
Curriculum and Models in Early Education
- Junior*  
Teaching Mathematics  
Language and Beginning Language Arts Seminar and Practicum on Early Education  
Exploring Science and Social Studies
- Senior*  
Student Teaching: Early Childhood Family, School, and Community Relations  
Philosophy of Education

**Major in Elementary Education**

The major in Elementary Education prepares students for teaching normal and mildly handicapped children in regular settings in grade one through grade six.

In addition to the mastery of program content, students are instructed in the organizational practices of the elementary classroom and instructional strategies utilized with children at the elementary level. Students develop competencies in diagnostic/prescriptive teaching which will allow them to develop programs for children at all levels of ability. Integrated into this program is instruction in the competencies which will enable students to effectively mainstream mildly handicapped children into the regular classroom.

The field component accompanying the program provides opportunities for students to work with children in both the regular classroom and the resource room.

Students are advised to pursue an area of concentration along with the regular elementary program.

**Education Course Requirements for the Elementary Major are:**

- Freshman*  
University Core Requirements  
Child Growth and Development I and II
- Sophomore*  
University Core Requirements  
Teaching Reading  
Educational Measurement  
Psychology of Learning  
Introduction to Children with Special Needs
- Junior*  
Teaching Language Arts  
Teaching Social Studies  
Teaching Mathematics  
Teaching Science and Health  
Teaching Music, Art, and Movement
- Senior*  
Student Teaching  
Philosophy of Education  
Electives



Major in Middle-School Education and Junior High School Education

This program prepares students for certification as *Middle-School Teacher*. The *Middle-School Teacher* is a *new* designation in the Regulations for the Certification of Educational Personnel, Massachusetts Board of Education, 1979.

This program is for those students who will be doing their senior practicum within the span of grades 5–9, and whose career goal is to teach in either a middle or junior high school. Middle schools usually include either grades 5–8 or 6–8, while junior high schools usually include grades 7–8 or 7–9.

Requirements:

Students must complete a minimum of 36 semester hours of course work in the subject-matter fields of middle-school education. These are defined as Reading, Oral and Written Communication, Literature, Mathematics, Biological and Physical Sciences, Social Studies, the Arts, and Health and Physical Education. At least one of these fields must amount to a college minor (18 credits), but it is to one’s advantage to have a second teaching field at approximately the same depth of learning. A student can choose to develop a minor from the following fields—Mathematics, Biological and Physical Sciences, Language Arts, Social Studies.

Students must complete a pre-practicum of 21 semester hours of course work and experiences. Three of these courses have a field component.

Students must complete a successful Middle-School Senior Practicum.

Education course requirements for the Middle School Major and Junior High School Education

- Freshman*  
Child Growth and Development I  
Child Growth and Development II  
or  
Adolescent Psychology
- Sophomore*  
Introduction to Children with Special Needs  
Educational Measurement  
Teaching Reading  
Psychology of Learning  
Introduction to Teaching in the Middle School
- Junior*  
Middle School Curriculum and Instruction  
Health Education and Wellness
- Senior*  
Student Teaching: Middle School  
Philosophy of Education

Major in Secondary Education

The major in Secondary Education prepares students for teaching in senior high schools, grades nine to twelve. The field-experience component which is offered during the junior and senior years is an integral part of the professional course work. The major in Secondary Education will benefit those students who are inter-

ested in gaining certification as a teacher, who want to achieve an in-depth major in a discipline, and who want to apply elective courses to enhance the major and professional course work. Boston College has, as its goal, the preparation and development of teacher-scholars, the educational leaders of the future.

Students may prepare in the following disciplines:

- Art
- Biology
- Chemistry
- Geology
- Physics
- English
- History
- Mathematics
- French
- Spanish
- Speech Communication
- Speech Theatre
- Theology

Courses in a discipline are taken in the appropriate departments and requirements may be found in this Bulletin under the College of Arts and Sciences.

Application to the program is made during the sophomore year.

Education course requirements for the Secondary Major are:

- Freshman*  
University Core Requirements  
Child Growth and Development I  
Adolescent Psychology
- Sophomore*  
University Core Requirements  
Educational Measurement  
Juvenile Delinquency  
Major Courses in Discipline
- Junior*  
Special Methods\*  
Reading Instruction in the Secondary School\*  
Major Courses in Discipline
- Senior*  
Secondary School Lab (one credit)\*  
Student Teaching, Secondary  
Philosophy of Education

\*With these three courses there is a one-credit lab which must be taken. The lab consists of observation in an assigned secondary school.

Students majoring in Secondary English Education have an additional requirement: a course in Language and Linguistics. Students should consult the Coordinator of Secondary Education about this requirement.

School of Education students with a major in Secondary Education may follow an approved program in Biology of 43 credits:

Ch 109–110 General Chemistry	6 credits
Ch 111–112 Lab	2 credits
Ch 231–232 Organic Chemistry	6 credits
Ch 233–234 Lab	2 credits
Mathematics—any Core courses	6 credits
Bi 200–202 Intro. Biology	6 credits
Bi 201–203 Lab	2 credits
Bi 300 Genetics	3 credits
Bi 301 Lab	1 credit
Biology electives	9 credits

All students in Secondary Education should consult regularly with their faculty

advisor or with the Coordinator of Secondary Education.

Major in Human Development

The major consists of offerings in the Divisions of Counseling Psychology and Foundations. It provides a basic foundation for further graduate study in Counseling or Educational Psychology. For the student who does not plan on graduate studies the major will prepare for employment in such settings as child/adult residential or day care facilities, support personnel in offices of senior professional psychologists and counselors, and experimental educational settings. This major does not provide for state certification as a classroom teacher; it is not recommended as preparation for in-school settings.

Education course requirements for the Human Development Major are:

- Freshman*  
University Core Requirements  
Child Growth and Development I and II
- Sophomore*  
Psychology of Learning  
Adolescent Psychology  
Interpersonal Relations  
Personality Theories
- Junior*  
Psychological and Educational Tests  
Abnormal Psychology  
Adult Psychology
- Senior*  
Counseling Theories

A handbook for Human Development majors is available in Dr. Brabeck’s office. This handbook should be consulted before selecting elective courses. Two field courses for sophomore and junior year, and one for senior year, are strongly recommended.

Ten courses are required for the major.

Major in Moderate Special Needs

This program prepares students to teach moderately handicapped children (mildly retarded, learning disabled and emotionally disturbed) in regular classrooms, resource centers, self-contained special classrooms, and in other special education settings. Students who wish to be certified as teachers of the moderately handicapped in Massachusetts must concurrently pursue a regular classroom teaching certificate. Students electing this major must also enroll in either the Early Childhood Education or Elementary Education program. Those who plan to seek special education certification in other states should check the certification requirements for the states where they plan to seek employment to determine if regular education certification is required. These students should discuss such requirements with their faculty advisors.

Education course requirements for the major in Moderate Special Needs are:

- Freshman*  
University Core Requirements  
Child Growth and Development I and II



*Sophomore*  
University Core Requirements  
Psychology of Learning  
Educational Measurement  
Introduction to Children with Special Needs  
Habilitation of Individuals with Special Needs  
Early Childhood or Elementary Education Courses  
Electives

*Junior*  
Educational Assessment for Children with Moderate Special Needs  
Educational Strategies for Children with Special Needs  
Classroom Management: Children with Special Needs  
Early Childhood or Elementary Education Courses

*Senior*  
Early Childhood or Elementary Education Student Teaching  
Special Education Student Teaching  
Philosophy of Education  
Introduction to Speech and Language Disorders

**Major in Severe Special Needs**

This program is designed for a select number of highly motivated and qualified students who have a strong desire to work with more seriously retarded or emotionally disturbed individuals in special classes located in public schools, in special day schools, or in residential schools. The program provides a clinical grounding in handicapping conditions, a rationale for planning and a methodology for implementing educational interventions, and skills in communicating and working effectively with parents of handicapped individuals. Course work and field work during sophomore and junior years are followed by a full semester of student teaching in the senior year. Graduates of this program may receive Massachusetts certification as Teacher of Children with Severe Special Needs. This type of certification differs from that needed for teaching in a regular classroom.

Under the direction of their advisor, additional field work can be provided for students wishing experiences in settings for severely handicapped individuals other than classrooms (e.g., group homes, workshops, etc.). A fifth year Master's degree program, in conjunction with the Teacher of Multihandicapped Children program, is available. Interested students should contact the program coordinator for additional information.

Course descriptions for the junior and senior years are listed in the Graduate Bulletin.

**Education course requirements for the Severe Special Needs Major are:**

*Freshman*  
University Core Requirements  
Child Growth and Development I and II  
*Sophomore*  
Introduction to Children with Special Needs  
Educational Measurement  
Psychology of Learning

Teaching Reading  
*Junior*  
Assessment of Children with Low Incidence Handicaps  
Management of Behavior of Children with Severe Special Needs  
Theories and Strategies for Teaching Mentally Retarded Students  
Human Development and Handicapping Conditions  
Advanced Behavior Management  
Teaching Mathematics  
Introduction to Speech and Language Disorders  
Theories and Strategies for Teaching Emotionally Disturbed Students  
*Senior*  
Student Teaching, Severe Special Needs  
Career/Vocational Strategies and Materials  
Working with Parents

**Major in Early Childhood and Special Education**

This program prepares students to teach moderately handicapped children in regular classrooms grades kindergarten through three, resource centers, and in other special education settings in Massachusetts. Students who plan to teach in other states should check the certification standards of those states to determine whether an elementary education certificate (grades one through six) is required. These students should discuss such requirements with their faculty advisor.

Course requirements are listed under the majors in Early Childhood Education and Moderate Special Needs.

**Fifth Year Programs**

**Special Education**

In Special Education the superior student may plan undergraduate studies so as to begin graduate work in the senior year. This may enable a student to graduate with the Bachelor's degree at the end of four years and the Master's degree at the end of the fifth year.

These programs include preparation of personnel to work with children who are multihandicapped, blind or visually handicapped, or severely mentally retarded or emotionally disturbed. Those in the Blind and Visually Handicapped Program have extended preparation in teaching orientation and mobility beyond that required for certification as a teacher of the blind and visually handicapped. Those preparing as specialists in the field of mental retardation, emotional disturbance, or learning disabilities not only fulfill the certification requirements of the field but acquire in-depth knowledge and experiences which broaden the scope of their professional service possibilities.

Also included in these programs is the opportunity to be professionally prepared in the field of rehabilitation working with blind and visually handicapped youth and adults as Rehabilitation Teachers.

Currently there is a great demand for personnel with the professional preparation made possible in these Five Year Programs in Special Education. Students interested in a fifth year program should

consult with the appropriate coordinator. At present there is limited Federal financial assistance for each of these programs.

**Higher Education**

In Higher Education, there is also a Fifth Year Program for selected students. These students will be accepted in the M.A. Program in Higher Education.

With the assistance of an advisor, students who wish to enter a career in a college or university to work with students in residence life, financial aid, admissions, alumni affairs, or development, may plan a program. Qualified students may begin their graduate work in the senior year.

Interested students should contact Dr. Mary Kinnane, Higher Education.

**Educational Technology**

A Fifth Year Program is offered to qualified students who wish to pursue an M.Ed. degree in Educational Technology. The purpose of the Educational Technology Program is to prepare students with the skills and knowledge which will allow them to lead in the application of new and increasingly powerful technologies in schools and in other educational settings. Students in the program are introduced to a wide range of educational technologies and to the educational applications of computers in particular. They learn about educational television and projection/audio equipment and their fruitful application—as well as their limitations. They study different educational applications of computers and the design and evaluation of instructional materials. Opportunities exist for the specialization in areas such as technology for the handicapped, management uses of computers, or computer authoring languages.

The Fifth Year Program in Educational Technology is available only for students who as part of their undergraduate program successfully complete at least two of the Educational Technology program core courses. Such students, who are admitted into the Educational Technology program, may complete the M.Ed. degree with 30 semester hours of graduate coursework. For more information contact Walter Haney, Educational Technology Program.

**Minors and Concentrations in Education**

With the exception of the minor of four to six courses in a single Arts and Sciences subject, all minors and concentrations are electives. Students may enroll in one, two, three, or more courses. Minors are defined as four to six courses; concentrations as two or more courses.

**Minor in Arts and Sciences**

Students in the School of Education are required to carry a minor of four to six courses in a single subject in the College of Arts and Sciences. The minimum acceptable is four courses, and Core courses may be included. Specific acceptable areas of study are: Art History, Studio Art, Biology, Chemistry, Classics, Economics, English, Geology, Germanic Studies, History, Linguistics, Mathematics, Music, Philoso-



phy, Physics, Political Science, Psychology, Spanish, French, Italian, Russian, Sociology, Speech, and Theatre. Students are encouraged and advised to carry six courses or eighteen credit hours. Secondary Education majors and others who major in Arts and Sciences thereby fulfill this requirement.

**Minor In Secondary Education**

Students majoring in Art, Biology, Chemistry, Physics, English, History, Mathematics, French, Spanish, Speech Communication and Theatre, or Theology in the College of Arts and Sciences may apply to minor in Education. This program begins in the junior year and interested students should contact the Coordinator of Secondary Education or the Associate Dean in the School of Education during the first semester in the sophomore year. Only those students majoring in the disciplines listed above may apply for a minor in Education. Students majoring in English have additional requirements. Consult the Secondary Handbook and the advisor for these requirements.

**Minor in Middle-School Education**

The program in Middle-School Education is designed for students in the College of Arts and Sciences and for transfer students in the School of Education who wish to prepare for teaching during their junior and senior years. It is for those students who will have upon graduation an academic major in one of the following fields:

- English
- History
- Mathematics
- Biology
- Chemistry
- Geology
- Physics

It is for those students whose career goal is to teach in either a middle or junior high school. Middle schools usually include either grades 5–8 or 6–8, while junior high schools usually include grades 7–8 or 7–9.

**Requirements:**

Students must have a minimum of 24 semester hours of course work in the subject-matter fields of middle school education. These are defined as Reading, Oral and Written Communication, Literature, Mathematics, Biological and Physical Sciences, Social Studies, the Arts, and Health and Physical Education. Usually this is accomplished through the University Core together with purposeful selection of electives in the College of Arts and Sciences.

Students must complete a pre-practicum of courses and experiences. Three of these courses have a field component.

Students must complete a successful middle-school senior practicum.

The following courses comprise the Middle-School Minor and should be taken during the junior and senior years as follows:

- Junior*  
Adolescent Psychology

Introduction to Teaching in the Middle School

- Senior*  
Educational Measurement  
Middle-School Curriculum  
Middle-School Senior Practicum

Contemporary issues important to the middle-school teacher are examined through special presentations and seminars.

Application to the program is made prior to the junior year to the Coordinator of the Program.

**Minor in Speech Science**

This concentration in Speech Science (Speech Pathology) prepares students for graduate study at the Master's level in Speech Science and as regular elementary or secondary classroom teachers. Students interested in this specialization should follow a major in Early Childhood Education, Elementary Education, Secondary Education, or Human Development.

- Sophomore*  
Introduction to Speech Pathology  
Phonetics

- Junior*  
Language Acquisition  
Anatomy and Physiology of the Vocal Mechanism  
Diagnostic Procedures  
Articulation: Theories and Therapies  
Audiology

Students in this concentration need a 3.0 grade point average by the end of sophomore year in order to continue.

**Concentration in Bilingual Education**

The specialization in Elementary-Bilingual Education prepares students to teach in elementary schools with bilingual settings in Spanish. Students interested in this specialization should enroll in one Spanish course each semester, beginning in the first semester of freshman year. The sequence of Spanish courses is as follows:

- Intermediate Spanish  
Composition, Conversation, Readings in Spanish  
Spanish Phonetics  
Advanced Spanish Conversation  
Advanced Spanish Composition and Introduction to Literary Analysis  
Cultural Backgrounds in Spanish Literature  
A Conversational Approach to Contemporary Spanish  
A Conversational Approach to Latin America

Students with four years of high school Spanish may test out of Intermediate Spanish. All of the above courses are not necessary, but the courses should be taken in order and with the advisor's approval.

The required courses in Education are as follows:

- Caribbean History and Culture  
Methods in Bilingual Education

Upon completion of the specialization, the elementary program requirements and successful passing of the Massachusetts State Bilingual (Spanish) Proficiency Examination, the student is eligible for Mas-

sachusetts Teacher Certification in elementary and transitional Bilingual Education grades one to six. Students who follow majors in Secondary Education and Spanish should consult the Bilingual Program Coordinator regarding their eligibility for the Teacher of Transitional Bilingual Education, Secondary.

**Concentration in Early Childhood Education**

This concentration in Early Childhood Education is designed for students who wish to teach first grade through sixth grade, but have a primary interest in the lower grades, and thus wish to develop expertise in this area. It should be noted that this concentration will not enable students to teach at the kindergarten level in Massachusetts since they will be receiving Elementary School certification, not Early Childhood certification.

- Sophomore*  
Early Childhood Development and Learning  
Curriculum and Models in Early Childhood Education

- Junior*  
Seminar and Practicum on Early Education

- Senior*  
Family, School and Community Relations

**Concentration in Computer Usage in Education**

The School of Education offers a concentration in computer usage in education. The concentration involves a sequence of three courses. The concentration is designed to allow students to learn how computers are used in education, to have skills in three computer languages and to experience the usage of computers for a variety of educational purposes. The concentrated is expected to provide students with a greater depth of experience with educational computing so that they could consider careers which would involve computing.

Students interested in this concentration are to complete an appropriate major plus:

- Introduction to Computers in Education  
Introduction to Pascal for Educators  
Computer Applications for Educators

With the advice of the faculty advisor for this program, students must select three additional courses related to computing.

**Concentration in Health Education**

This concentration is designed to acquaint students in Education, Nursing, Arts and Sciences, and Management with viable alternatives for future careers in the health field. It is advisable, regardless of the student's major area of study, to carefully select core courses in the freshman year. The following courses are offered:

- Anatomy and Physiology  
Wellness & Health: Diagnosis & Planning  
Responsible Use: Alcohol/Drugs  
Human Sexuality  
Nutrition, Physical Fitness and Weight Control  
Holistic Living



Concentration in Physical Education

This concentration is designed to acquaint students in Education, Nursing, Arts and Sciences, and Management with viable alternatives for future careers in the coaching field. The following courses are offered:

- Anatomy and Physiology
- Basic Athletic Training
- Sociology of Sport
- Athletics, Physical Education and the Law
- Theory and Techniques of Coaching
- Kinesiology

Concentration in Mathematics Education

The Mathematics Education Concentration is designed for pre-service elementary education majors who want to increase their potential effectiveness as classroom teachers of mathematics, who want to work with children who have special needs in the area of mathematics, who want to be mathematics specialists in an elementary school, or who want to run a mathematics resource room in an elementary school.

Students interested in this specialization are to complete an elementary major plus:

- Freshman
- Mathematics for Teachers (or its equivalent)

Students are to elect three courses from the following:

- Number Theory for Teachers
- Geometry for Teachers
- Independent Study: The Running of a Mathematics Resource Center
- Computer Applications

Independent study with a selected faculty member or mathematics specialist can also be arranged. Contact Dr. Michael Schiro for further information.

Concentration in Media and the Fine Arts

The concentration of courses in Media and the Fine Arts prepares teachers in the use of a wide variety of materials in the classroom. It allows them to draw on the talents of students for creative expression in many forms. The specialization deals with topics such as art history and appreciation, still photography, film-making, painting, and television production. The student will have the opportunity to develop skills in various modes of visual expression. The skills can be applied to any communication situation.

The concentration is offered to students who are majoring in elementary or secondary education. Students interested in this concentration are to complete the appropriate major plus:

- Media and Computers in the Curriculum
- Introduction to Art History
- Foundations of Studio Art

Students are encouraged to select additional courses from the following list, or as the advisor directs, in order to develop skills in specific modes of creative expression:

- Basic Filmmaking
- Introduction to Principles and Techniques of Photography
- Intermediate Photography
- Television: An Introductory Course
- The Propaganda Film
- Film Criticism

Additional course selections can be made from the offerings of the School of Education and the Department of Fine Arts with the recommendation of the program advisor and the Chairperson of the Department of Fine Arts. Contact Dr. Fred Pula for further information.

Concentration in Reading

The Reading concentration is designed for pre-service elementary education majors who want to increase their potential effectiveness as classroom reading teachers. Students may opt for the Reading concentration after successful completion of Ed 104, Teaching Reading.

Students interested in this specialization are to complete an elementary major and three of the following:

- Children's Literature
- Diagnostic and Remedial Reading
- Language and the Language Arts
- Reading Instruction in the Middle and Secondary School

In addition to these offerings, other courses may be chosen after consultation with the coordinator. Independent study with a selected faculty member or reading specialist can also be arranged. Contact Dr. John Savage for further information.

Concentration in Visually Handicapped Studies

The concentration in Visually Handicapped studies is intended for students who have an interest in helping visually impaired persons. It will provide an opportunity to explore career preparation in this field.

This concentration may be of particular interest to students who are following majors in Psychology, Human Development, Biology, and the humanities.

The concentration may be completed by enrolling in any two of the following courses:

- Education and Rehabilitation of the Visually Handicapped (Ed 487)
- Functional Implications of Vision Pathology (Ed 380)
- Communication Skills for the Visually Handicapped (Ed 486)
- Technology for the Visually Handicapped (Ed 480)

Faculty

Professor Peter W. Airasian, A.B., Harvard University; A.M., Ph.D., University of Chicago

Professor Michael H. Anello, B.S., Seton Hall University; A.M., Ph.D., Cornell University

Professor Katherine C. Cotter, B.S., Hyannis State Teachers College; M.Ed., Ph.D., Fordham University

Professor John S. Dacey, A.B., Harpur College; M.Ed., Ph.D., Cornell University

Professor Donald T. Donley, B.S., State University of New York at Buffalo; D.Ed., Syracuse University

Professor Emeritus John R. Eichorn, B.S., Salem State Teachers College; M.Ed., E.Ed., Boston University

Professor Francis J. Kelly, A.B., Boston College; A.M., Columbia University; D.Ed., Harvard University

Professor William K. Kilpatrick, B.S., Holy Cross College; A.M., Harvard University; Ph.D., Purdue University

Professor Mary T. Kinnane, A.B., H.Dip.Ed., Liverpool University; A.M., University of Kansas; Ph.D., Boston College

Professor George T. Ladd, B.S., State University College at Oswego, New York; M.A.T., D.Ed., Indiana University

Professor Pierre D. Lambert, B.S., M.Ed., Boston College; Ph.D., State University of Iowa

Professor George F. Madaus, B.S., College of the Holy Cross; M.Ed., State College of Worcester; D.Ed., Boston College

Professor Vincent C. Nuccio, A.B., Boston College; M.E., D.Ed., Cornell University

Professor Ronald L. Nuttall, A.B., A.M., Ph.D., Harvard University

Professor Edward J. Power, A.B., St. John's University (Minnesota); Ph.D., University of Notre Dame

Professor Lester E. Przewlocki, A.B., M.A., DePaul University; Ph.D., University of Chicago

Professor John Savage, A.B., Iona College; Ed.D., Boston University

Professor John F. Travers, Jr., B.S., M.Ed., Ph.D., Boston College

Professor John J. Walsh, B.S., Boston College; A.M., Ph.D., University of Chicago

Associate Professor M. Beth Casey, A.B., University of Michigan; A.M., Ph.D., Brown University

Associate Professor James J. Cremins, A.B., A.M., Ph.D., University of Connecticut

Associate Professor and Dean Mary D. Griffin, B.A., Mundelein; M.A., Ph.D., University of Chicago

Associate Professor Irving Hurwitz, A.B., Ph.D., Clark University

Associate Professor Richard M. Jackson, A.B., American International College; Ed.M., Harvard University; Ed.D., Columbia University

Associate Professor John A. Jensen, A.B., Cornell University; A.M., Ed.D., University of Rochester

Associate Professor Joan C. Jones, B.S., Northwest Missouri State Teachers College; M.Ed., University of Missouri; Ed.D., Boston University

Associate Professor John B. Junkala, B.S., State College of Fitchburg; M.Ed., Boston University; D.Ed., Syracuse University

Associate Professor Raymond J. Martin, A.B., Iowa State Teachers College; M.A., Ph.D., State University of Iowa

Associate Professor Jean Mooney, A.B.,



Smith College; A.M., Stanford University; Ph.D., Boston College

**Associate Professor Bernard A. O'Brien,** A.B., Boston College; A.M., Ph.D., Catholic University of America

**Associate Professor Diana P. Paolitto,** A.B., Smith College; M.A.T., Harvard University; Ed.D., Boston University

**Associate Professor and Associate Dean Alec F. Peck,** B.A., University of San Francisco; M.S., Ph.D., Pennsylvania State University

**Assistant Professor Fred J. Pula,** A.B., M.B.A., M.Ed., University of Massachusetts; Ed.D., Boston University

**Associate Professor Michael Schiro,** B.S., Tufts University; M.A.T., D.Ed., Harvard University

**Associate Professor Charles F. Smith, Jr.,** B.S.Ed., Bowling Green State University; M.S., Kent State University; C.A.S., Harvard University; Ed.D., Michigan State University

**Associate Professor and Associate Dean Edward B. Smith,** A.B., M.A., Loyola University; Ph.D., University of Chicago

**Associate Professor Kenneth W. Wegner,** B.S., M.Ed., Ed.D., University of Kansas

**Associate Professor Elizabeth R. Welfel,** A.B., Emmanuel College; A.M., Ph.D., University of Minnesota

**Adjunct Associate Professor Walter M. Haney,** B.S., Michigan State University; Ed.M., Ed.D., Harvard University

**Assistant Professor Mary M. Brabeck,** B.A., University of Minnesota; M.S., St. Cloud State University; Ph.D., University of Minnesota

**Assistant Professor Cathleen M. Crider,** B.A., Johnston College; M.A., Ph.D., Clark University

**Assistant Professor Joseph Duffy, S.J.,** A.B., A.M., Boston College; S.T.L., Weston College; M.S.Ed., Ph.D., Fordham University

**Adjunct Assistant Professor Philip DiMattia,** B.S., M.Ed., Ph.D., Boston College

**Adjunct Assistant Professor Ronald F. Linari,** A.B., Providence College; M.Ed., University of Miami; Ed.D., Boston University

**Assistant Professor Larry Ludlow,** B.A., M.A., California State University; Ph.D., University of Chicago

**Assistant Professor Theresa Powell,** Diploma, Posse School of Physical Education; B.S., Ed.D., Boston University

**Assistant Professor Richard B. Weisenfeld,** B.S., Case Western Reserve University; A.M., Teachers College, Columbia University; Ph.D., Kent State University

**Lecturer Gary Snyder,** B.S., Kutztown State College; M.E.D., Boston College

## Course Offerings

### Ed 029 Child Growth (S: 3)

An analysis of development from conception to adolescence. After a chronological survey of development, special attention is paid to such topics as genetics, the prenatal environment, prematurity, infancy,

neonatal assessment, the effects of early experience, and child-rearing styles.

*John Travers*

### Ed 030 Child Growth & Development I (F: 3)

An analysis of the physical, social, cognitive, and emotional aspects of development. Particular emphasis will be placed upon such topics as infancy, early experience, and neonatal assessment.

*John Travers*

### Ed 031 Child Growth & Development II (S: 3)

*Prerequisite:* Child Development I.

A detailed examination of certain topics in child development: child abuse, childhood psychopathology, birth order, the impact of television, the role of the father.

*John Travers*

### Ed 032 Psychology of Learning (F, S: 3)

An investigation of the learning process with particular emphasis upon the nature of learning, development of definitions of learning, types of learning, transfer, and the development of learning theory. Special attention will be given to recent studies of concept formation, problem-solving, the impact of the emotions upon learning, and the neurological aspects of learning.

*Claire Cejer*

### Ed 033 Introduction to Children with Special Needs (F, S: 3)

This course will provide an introduction to various disabilities and resulting special needs. Among topics considered are definitions, characteristics, approaches to education, and current trends in service delivery. One day per week practicum in the Boston College Campus School is required.

*The Department*

### Ed 041 Adolescent Psychology (F, S: 3)

An introduction to the psychology and problems of the adolescent years. Biological changes, cultural influences, the identity crisis, educational needs, and adult and peer relationships will be discussed. Consideration will be given to the impact that rapid cultural change has on youth. Adolescence in other cultures will be discussed in order to provide a better perspective on American youth.

*William K. Kilpatrick*

### Ed 060 Educational Measurement (F, S: 3)

This course stresses evaluative concerns in the classroom. Topics covered include informal evaluation, objective writing, item and test construction, test scoring, validity and reliability.

*Peter W. Airasian*

### Ed 061 Psychological and Educational Tests (F: 3)

This course is limited to students majoring in Human Development. Principles of standardized test selection and utilization; validity; reliability; standard scores; norms; interpretation of test data; survey of measures of achievement, adjustment, aptitude, intelligence, interests and personality; current controversies and ethical considerations.

*John J. Walsh*

### Ed 100 Advisement Seminar (F: 1)

Designed for freshmen as a continuation of the orientation. Specific topics are discussed by the student's faculty advisor to acquaint the student with college requirements, available programs, and career possibilities.

*The Department*

### Ed 101 Teaching Language Arts (F, S: 3)

The course provides the student with the content and competencies necessary for teaching the communication areas of listening, speaking and writing to children in grades K-6. Theoretical content is integrated with practical application through a blending of on-campus instructions and lessons and experiences in the elementary classroom during the field practicum.

*Lillian Buckley*

### Ed 102 Teaching Music, Art, and Movement (F, S: 3)

The course treats those areas of music, art, and physical education that the early childhood and elementary school teacher needs in the classroom (Grades K-8).

*Claire Cejer*

*Helene Skrzniarz*

### Ed 104 Teaching Reading (F, S: 3)

This course examines major approaches to teaching reading, diagnostic-prescriptive techniques, and materials appropriate for the development of basic reading skills.

*John Savage*

### Ed 105 Teaching Social Studies (F, S: 3)

Theory and practice in modern social studies education, involving public school experience centers and college personnel in a carefully orchestrated program focusing on student instruction and guidance in the development of requisite professional competencies.

*Charles Smith*

### Ed 107 Mathematics for Middle School Teachers (F: 3)

Curriculum materials and instructional techniques useful in teaching mathematics to middle school aged children will be examined.

*Michael Schiro*

### Ed 108 Teaching Mathematics (F, S: 3)

Curriculum materials and instructional techniques useful in teaching mathematics to elementary school children in grades K to 6 will be examined. This course covers instruction in the teaching of Early Childhood and Elementary School mathematics. Lecture and laboratory.

*Michael Schiro*

### Ed 109 Teaching Science and Health (F, S: 3)

The exploration of science and health curriculum, materials, instructional methodologies and issues on an individual/group basis. Grades K to nine. Discussion and laboratory.

*George T. Ladd*

### Ed 114 Seminar and Practicum on Early Education (S: 3)

This course focuses on the construction of a model early education program through the careful design and implementation of teaching strategies and curriculum. Students will participate in a seminar at Boston College plus a one-day-a-week field



practicum at the Boston College/J.C.C. collaborative preschool. The cooperating teachers at the preschool and the Boston College consultants in the projects will participate in the seminar with the students. Students will have concrete experiences in developing a variety of teaching strategies and will be video-taped using these strategies. Workshops on curriculum areas applicable to the learning environments of young children will be presented in the seminar including such areas as the arts, communication skills, health, and physical education.

*Beth Casey*

**Ed 115 Curriculum and Models in Early Childhood Education (S: 3)**

This course is designed to explore different views of early childhood education including such models as Piagetian, Montessori, and Open Education. Compensatory education as well as cross-cultural early childhood models (e.g. the Chinese conception) will be discussed. Within this context, an overview of the curriculum, preschool through grade three, will be explored. Also included will be discussion of the organization of the classroom, classroom management, health issues, planning a lesson, and setting the goals of instruction. By the end of the course students will be expected to formulate their own early childhood education model.

*Beth Casey*

**Ed 116 Exploring Science and Social Studies through the Environment: Early Childhood Education Methods (S: 3)**

This course explores science and social studies materials and methodologies for teaching preschoolers through third grade, with a focus on the early primary years. A special emphasis is given to the development of problem-solving skills in young children as they explore their environment.

*George Ladd*

**Ed 117 Language and Beginning Language Arts (F: 3)**

This course examines the acquisition and structure of language and the application of this to teaching language arts. A focus on the language experience approach will be included.

*The Department*

**Ed 128 Computer Applications for Educators (F: 3)**

Different types of computer programs will be examined to help educators learn how best to evaluate and select computer materials that will meet their needs. Some of the types of instruction related programs to be examined include: drill and practice, tutorial, demonstrations, simulations, instructional games, and word processing. Some of the other types of educational related programs to be examined include: data bases, data banks, authoring languages, testing and diagnostic programs, classroom management systems, and child record-keeping systems. The course will be taught on the Apple micro-computer. This is not a course in computer programming. No prerequisites are required.

*Michael Schiro*

**Ed 130 Introduction to Teaching in the Middle School (S: 3)**

Middle schools today are organized quite differently from that of the self-contained classroom and the typical junior high school. The middle school teacher (5-9) needs to possess a carefully planned specialization of subject matter, and understanding of the special needs of the pre- and early adolescent, and the capability to create varied learning environments made possible by the more adaptive middle school organization.

This course introduces the student to the basic concepts on which middle schools are organized with special emphasis on what all of this means for the middle school teacher. Visitation to selected middle schools is also part of the course. This course is part of the prepracticum and will service a useful purpose in planning a student's program.

*Helene Skrzniarz*

**Ed 131 Middle-School Field Pre-Practicum, Sophomore (F, S: 1)**

A one-half day per week field experience. This is the field component for the course entitled "Introduction to Teaching in the Middle-School" and "Introduction to Children with Special Needs."

*The Department*

**Ed 132 Middle-School Field Pre-Practicum, Junior (F, S: 1)**

A one-half day per week field experience. This is the field component for the student's special methods course.

*The Department*

**Ed 133 Middle-School Curriculum (F: 3)**

This course takes place during the fall semester of the senior year. A student studies middle school curriculum in general and the curriculum of the middle school selected for the senior practicum in particular. Students study curriculum guides and other materials related to the subject matter field which they will be teaching during the senior practicum. During this time they will become familiar with the school's philosophy, policies, and practices, and the articulation of instruction over a three-year span. Preparing to student teach in the spring semester is a vital part of this course. A major part of this course is field-based.

*Helene Skrzniarz*

**Ed 134 Middle-School Senior Practicum (S: 12)**

A semester Field Experience (300+ clock hours) for seniors majoring in middle school education. Placements are made in selected middle schools. Students are assigned to a full-day experience in a middle school classroom. Prerequisites are a 2.5 grade point average and successful completion of all required pre-practicums and courses. Application procedures must be completed at the beginning of the semester which precedes the Practicum.

*The Department*

**Ed 140 (En 524) Children's Literature I (F: 3)**

Treatment is given to the classic modes of children's literature, fairy tales and myths, while at the same time discussing more modern modes, poetry and the novel. Attention is also given to the illustrations in

children's literature. There is some focus on the application and use of children's literature in the elementary classroom. Authors examined include Perrault, the Brothers Grimm, Andersen, Twain, Barrie, Grahame, E.B. White, C.S. Lewis, Edith Hamilton, Kipling and Laura Ingalls Wilder.

*Bonnie Rudner*

**Ed 141 (En 525) Children's Literature II (S: 3)**

Treatment is given to the literature appropriate for young adolescents and young adults. Authors examined include Alcott, Tolkein, J.D. Salinger, Twain, Jack London, Harper Lee, S.E. Hinton, Baum, and Bradbury. Ed 140 is a prerequisite to this course.

*Bonnie Rudner*

**Ed 146 Diagnostic and Remedial Reading (S: 3)**

Causes of reading disability, the means of diagnosing and correcting disabilities and varieties of remedial materials will be the topics of study for this course.

*The Department*

**Ed 147 Early Childhood Development and Learning (F: 3)**

This course focuses on development and learning in the child from birth to seven years of age. The emphasis is on an in-depth understanding of the young child and on the ability to apply this knowledge to a learning environment. To facilitate this integration of theory and practice, some classes will be held at a cooperating nursery school near the College.

*Beth Casey*

**Ed 148 Media and Computers in the Curriculum (S: 3)**

This course demonstrates ways in which media and computer programs do enhance the teaching/learning process in the classroom. Students develop a proficiency in the operation of basic audiovisual equipment: projectors, audio tape recorders, video tape recorders, and display boards. The course demonstrates the criteria for the selection, evaluation, and utilization of computer software and media materials. Emphasis is placed on the design and production of instructional materials, including transparencies and sound-slide presentations.

*Fred John Pula*

**Ed 151 Field Practicum (F, S: 1)**

A one-day-per-week field lab, in each semester of the sophomore and junior years; in school or non-school sites for elementary, moderate special needs, severe special needs and early childhood programs. In the sophomore year this lab relates to Ed 104 and Ed 200; in the junior year to Ed 101, 102, 105, 108, 109, 114, 116, 147 and 200. Application must be made during the semester preceding the practicum.

Pass/Fail

*The Department*

**Ed 152 Field Practicum, Human Development (F, S: 1)**

Students work for eight to ten hours per week at a site selected with approval of the instructor. Students keep a journal of their field experience and attend a weekly seminar on campus.

Pass/Fail

*The Department*



**Ed 153 Field Practicum (F, S: 1)**

A one-day-per-week field lab to enable students to obtain practical experience.

Pass/Fail *The Department*

**Ed 160 Introduction to Computers in Education (F, S: 3)**

An introduction to computers and their applications in education. The origins, development and workings of computers will be reviewed. Current hardware and software systems will be described and demonstrated. Students will develop algorithms for the solution of elementary problems and will program their solutions using the BASIC language. The course will emphasize practical experiences with present systems, but will also explore new developments in hardware and software and their implications for education.

*John A. Jensen*

**Ed 161 Introduction to Pascal for Educators (S: 3)**

An introduction to computers and programming using the Pascal language. Intended for educators. No courses are prerequisite; however, some exposure to computers is assumed. Students will develop structured algorithms for the solution of problems applicable to education and program their solutions using the Pascal language. Both time-shared and micro-computer implementations of Pascal will be used by students.

*John A. Jensen*

**Ed 198 Readings and Research (F, S: 3)**

This course provides the opportunity for a student to do guided readings under the supervision of a professor. The research project must be approved one month before the beginning of the course by the instructor and the Associate Dean.

*The Department*

**Ed 199 Independent Study in Education (F, S: 3)**

This course provides independent research opportunities to the student under the guidance of an instructor. The research project must be approved one month before the beginning of the course by the instructor and the Associate Dean.

*The Department*

**Ed 201 Classroom Management: Children With Special Needs (F: 3)**

This course focuses on observation and precise description of learning behaviors, followed by a presentation of motivational and management approaches to children in the classroom. Students write anecdotal records and employ informal behavioral checklists. In addition, students will identify general characteristics of special needs children and prepare appropriate accommodation strategies with which a classroom teacher might support and foster successful learning experiences in children with special needs. Students will also propose and present a rationale for selected management techniques for specified children.

*James Cremins*

**Ed 203 Philosophy of Education (F, S: 3)**

A study of educational theory and its influence on educational practice, and an application of philosophical principle to basic educational policy.

*Pierre D. Lambert  
Edward J. Power*

**Ed 206 Habilitation of Individuals with Special Needs (F, S: 3)**

Emphasis of this course relates to the nature, needs, and practical approaches to the personal-social, career and vocational development of adolescent and adult handicapped persons. Information presented will focus on persons with mild, moderate, and severe handicaps. Problems and solutions concerning their pursuit towards successful adult living will be reviewed.

*Ronald Linari*

**Ed 208 Educational Strategies for Children with Special Needs (S: 3)**

This course focuses on the individualization of instruction for children with special needs. The role of the teacher, rather than that of materials, is stressed as the dominant factor. Students will develop a rationale and demonstrate skills in individualizing instruction for a variety of children with special needs.

*John B. Junkala*

**Ed 209 Educational Assessment of Children with Special Needs (F: 3)**

This course deals with formal and informal assessment techniques to be used in the development of individualized educational programs (IEPs). The development of observation skills is stressed, with a heavy emphasis on task analysis.

*John B. Junkala*

**Ed 210 Introduction to Speech and Language Disorders (S: 3)**

This course presents an overview of speech and language disorders in children. Includes introduction to assessment techniques, remedial strategies and curriculum modifications for children with problems in receptive and expressive language.

*Jean Mooney*

**Ed 219 Reading Instruction in the Middle/Secondary School (S: 3)**

This course will focus on the nature of students' needs in the middle and secondary school as they pertain to reading instruction in the content areas of the curriculum. Course topics will include: Language development, formal and informal diagnosis for classroom assessment, criterion referenced testing, curriculum modifications, classroom accommodations for implementation of individualized educational plans, textbook analysis, test construction, and the needs of the handicapped. May require some field-based assignments.

*Kathy D'Amico*

**Ed 221 (RI 391) Caribbean History and Culture (S: 3)**

This course will deal with the social, economic and cultural history of the main islands of the Caribbean. It will also consider the impact of the Caribbean on the American scene.

*The Department*

**Ed 224 (RI 394) Methods in Bi-lingual Education (S: 3)**

This course will explore the history, methods and materials of bilingual education. It will deal with some of the problems of the

new minorities and how education can help in dealing with them.

*The Department*

**Ed 228 Teaching English Writing (S: 3)**

Designed for those interested in improving their ability to teach writing. The course includes a review of research on effective teaching practices and communication theory, and it introduces a writing workshop plan for teaching writing. Emphasis is placed on understanding and using the process to provide direct instruction in pre-writing, writing, and revising.

*The Department*

**Ed 230 Abnormal Psychology (F: 3-S: 3)**

*Prerequisite:* Ed 242

Type of functional personality disorders with emphasis on diagnostic and dynamic aspects. Designed to give counselors and other school personnel basic information for recognition and understanding of mental disturbance.

*Hayden A. Duggan*

**Ed 241 Interpersonal Relations (F, S: 3)**

*Prerequisites:* Ed 030, Ed 032, Ed 041.

Focuses on the person and his or her ability to live and work with other people. This course will help the student to look at herself or himself and choose those social techniques which will increase effectiveness as a person who can manage successfully, participate in and organize programs which involve living and working with other people. Open to majors in Human Development only.

*Voncile White*

**Ed 242 Personality Theories (F, S: 3)**

*Prerequisites:* Ed 030, Ed 032, Ed 041.

This course gives an introduction to the various theories of personality. It shows the relationship between personality and counseling theory. Open to majors in Human Development only.

*Mary Brabeck*

**Ed 243 Counseling Theories (F, S: 3)**

*Prerequisites:* Ed 241 and Ed 242.

This senior year course gives an introduction to the various theories of counseling. Open to majors in Human Development only.

*Mary Brabeck*

**Ed 244 Adult Psychology (F:3)**

This course is designed to investigate the psychological, sociological, anthropological and historical aspects of adult development. Stages of life and crises which must be met and mastered in those stages will be given special attention.

*John Dacey*

**Ed 245 Human Development Senior Field Experience (F, S: 3)**

This course is designed as a senior seminar. Students will meet once a week to discuss their required field work (ten to twelve hours per week) and to relate their field work to the theories and skills studied throughout their Human Development programs. In addition students will be required to research the literature on an aspect of their field work. This course is open only to seniors in the Human Development major.

*The Department*



**Ed 246 Seminar on the Topic of Stress (F, S: 3)**  
This course explores the psycho-physiology of the stress reaction in human beings, through presentation of lecture material, films and slides, and group discussion. Crisis Intervention theory and theories of loss, grieving, and separation are also reviewed in depth.

*Hayden A. Duggan*

**Ed 247 Juvenile Delinquency (S: 3)**  
An examination of the causes and treatment of anti-social behavior. The extent and nature of delinquency and scientific explanations for this behavior together with an evaluation of the juvenile justice system will be stressed. Visits to juvenile courts are included.

*Francis J. Kelly*

**Ed 248 Sex Roles (S: 3)**  
This course will examine social, educational and familiar influences that differentially affect the personality, cognitive, and affective development of males and females. Special attention will be given to how education and social service systems may be structured to maximize achievement of the potential of both males and females.

*Mary Brabeck*

**Ed 250 Elementary Student Teaching (F, S: 12)**  
A semester Field Experience (300+ clock hours) for seniors majoring in elementary education. Placements are made in area schools or selected sites overseas and out-of-state. Students are assigned to a full day experience in an elementary classroom setting. Prerequisites are a 2.5 grade point average and successful completion of all required courses. Applications must be completed during the semester preceding the student teaching assignment.

*The Department*

**Ed 251 Secondary Student Teaching (F, S: 12)**  
A semester Field Experience (300+ clock hours) for seniors majoring in secondary education. Placements are in area schools or selected sites overseas or out-of-state. Students are assigned a full day experience in senior high schools. Prerequisites are a 2.5 grade point average and completion of all required practicums and courses. Application procedures are to be completed during the semester preceding the student teaching assignment.

*The Department*

**Ed 252 Elementary Student Teaching (F, S: 9)**  
A semester Field Experience (300+ clock hours) for seniors majoring in elementary education. Placements are made in area schools or selected sites overseas and out-of-state. Students are assigned to a full day experience in an elementary classroom setting. Prerequisites are a 2.5 grade point average and successful completion of all required courses. Applications must be completed during the semester preceding the student teaching assignment and have permission of the program director.

*The Department*

**Ed 253 Special Education Student Teaching (F, S: 6)**  
A six-week full-day practicum for seniors in special education programs. Placements are in area schools and non-school sites. Prerequisites are a 2.5 grade point average and successful completion of required course and field work. Applications are to be submitted the semester preceding the practicums.

*The Department*

**Ed 254 Bilingual Student Teaching (F, S: 3)**  
A three-week practicum for seniors in bilingual programs. Placements are in area schools and non-school sites. Prerequisites are a 2.5 grade point average and successful completion of all required course and field work. Applications are to be submitted the semester preceding the practicum.

*The Department*

**Ed 256 Secondary Student Teaching (F, S: 9)**  
A semester full-day practicum for Arts and Sciences seniors minoring in Secondary Education. This course follows Ed 257, a pre-practicum experience. Placements are made in area and overseas/out-of-state senior high schools (9–12). Prerequisites are a 2.5 grade point average and successful completion of all courses and pre-practicums. Applications are submitted the semester preceding the practicum and must have approval of the Program Director and Associate Dean.

*The Department*

**Ed 257 Secondary School Curriculum and Lab (F, S: 1)**  
A 40+ clock hour pre-practicum preceding Ed 251 or 256. Half the time is spent in classroom instruction and curriculum techniques on campus and half in the classroom where the student will be placed for practicum experiences. Prerequisites are a 2.5 grade point average, successful completion of all course and field pre-practicum and permission of the Program Director. Application for this experience is made in the semester preceding this experience.

*The Department*

**Ed 258 Secondary Schools Observation (F, S: 1)**  
This course is the required one-half day per week lab for the Secondary Teaching Method Courses, Ed 300, 301, 302, 303 and 304. Applications are to be submitted the semester preceding this practicum.

*The Department*

**Ed 259 Internship in Special Residential/Vocational Learning Environments (S: 12)**  
A fifteen-week full-time field experience in a residential/vocational setting. Students will work with programs, methods, and materials to meet the life and occupational needs of moderately to severely handicapped individuals. Prerequisites are completion of all pre-practicum and required course work.

*The Department*

**Ed 262 Internship, Elementary (F, S: 3)**  
Participation/observation experiences working in education-related activities at schools or non-school sites, including museums, business, and government or social

agencies. Requirements and time periods arranged by advisors. By permission only.  
*The Department*

**Ed 263 Internship, Secondary (F, S: 3)**  
Participation/observation experiences working in education-related activities at schools or non-school sites, including museums, business, and government or social agencies. Requirements and time periods arranged by advisors. By permission only.  
*The Department*

**Ed 264 Early Childhood Student Teaching (F, S: 12)**  
A semester (300+ clock hours) practicum for seniors majoring in Early Childhood Education (N-3). Placements are made in nursery and primary schools or selected out-of-state/overseas sites. Prerequisites for this experience are a 2.5 grade point average and successful completion of all required course and field work. Applications are to be submitted the semester preceding this practicum.

*The Department*

**Ed 265 Early Childhood Student Teaching (F, S: 9)**  
A semester (300+ clock hours) practicum for seniors majoring in Early Childhood Education (N-3). Placements are made in nursery and primary schools or selected out-of-state/overseas sites. Prerequisites for this experience are a 2.5 grade point average and successful completion of all required course and field work. Applications are to be submitted the semester preceding this practicum.

*The Department*

**Ed 266 Student Teaching, Severe Special Needs (F, S: 12)**  
A full semester practicum of five days per week for seniors enrolled in the Severe Special Needs Program. Students work in school and nonschool sites with severely handicapped children and youth. Applicants must have completed all course and field requirements and have the approval of their program director. Application procedures are to be completed the semester preceding this practicum.

*The Department*

**Ed 267 Internship in Computers (F, S: 3)**  
Supervised experience is offered in the use of computers in educational settings.

*The Department*

**Ed 268 Internship (F, S: 3)**  
Supervised experience is offered in practical work settings.

*The Department*

**Ed 269 Extended Practicum (F, S: 3)**  
This course is designed for students who have approval to continue student teaching.  
By arrangement *The Department*

**Ed 270 Kinesiology**  
The scientific study of human motion—anatomical, physiological and mechanical principles as they relate to all types of movement.  
Offered Fall 1986 *The Department*

**Ed 271 Basic Athletic Training (S: 3)**  
*Prerequisites:* Bi 130 & 131 and Red Cross First Aid Course  
Basic athletic training course which in-



cludes prevention and care of athletic injuries, conditioning programs, bandaging and taping.

*Donna Bennett*

**Ed 272 (Sc 155) Sociology of Sport (S: 3)**

By looking at sports from a sociological perspective we will see that it is more than fun and games; it shapes and reflects our values; it is becoming—and increasingly so—a big business; it supports and distorts our schools; it brings us together and it divides us from each other. We will look at all these topics and more.

*Michael Malec*

**Ed 273 Athletics, Physical Education and the Law (F: 3)**

Current medical and legal aspects in Athletics/Physical Education, concerning the rights, duties, and liabilities of coaches, physical education teachers, administrators, school boards and school districts.

*Lester Przewlocki*

**Ed 274 Responsible Use: Alcohol/Drugs (F, S: 3)**

This course is designed to deal with facts and myths about alcohol and other related drugs; sociocultural aspects of American drinking patterns; the concepts of alcoholism as an illness; and the impact of alcoholism as a family illness on children and adolescents. It also provides an opportunity for participants to become aware of their own attitudes toward alcohol and alcoholism; and to help develop responsible decision making.

*Theresa A. Powell*

**Ed 275 Human Sexuality (F, S: 3)**

Topics of major interest in this course are anatomy and physiology essential to the understanding of development, reproduction, contraception, sexually transmitted disease, and abortion, sexual development and identity; current trends in sexual mores; the role of sex in relationships and the role of sex in society. The goals of this course are to inform students about sexuality and sexual behavior and to have them learn to deal with the general topic with comfort and perspective.

*Theresa A. Powell*

**Ed 276 Theory and Techniques of Coaching (S: 3)**

Principles and techniques of coaching, including psychological, sociological and physiological considerations. Among topics to be considered are organization and practice planning; motivational and teaching techniques; game strategy and scouting; relationships with players, parents, officials, and fans.

*The Department*

**Ed 277 Nutrition, Physical Fitness, and Weight Control (F: 3)**

Principles of nutrition, energy, body composition and physical activity and how they relate to weight control and physiological conditioning.

*The Department*

**Ed 278 Wellness & Health: Diagnosis & Planning (S: 3)**

This course will examine acquired knowledge and attitudes pertaining to wellness/health maintenance and their effect upon individual decision-making within one's

life style. Clinical, community agencies and school health education models will be diagnosed to determine their effects upon the social, cultural and psychological foundations of wellness/health.

*Mary Lydon*

**Ed 279 Holistic Living (F: 3)**

The course is designed for anyone interested in personal growth and development. Students will study all aspects of personality: body, mind, feelings, imagination, impulse, intuition, will, cosmic consciousness, and the relationships to the ego. Class presentations will be experiential as well as conceptual and analytical.

*The Department*

**Ed 290 Number Theory for Teachers (F: 3)**

This course is intended to focus on the wealth of topics that relate specifically to the natural numbers. These will be treated as motivational problems to be used in an activity-oriented approach to mathematics in grades K-9. The course will demonstrate effective ways to use the calculator and computer in mathematics education. Topics include prime number facts and conjectures, magic squares, Pascal's triangle, Fibonacci numbers, modular arithmetic and mathematical art.

*Margaret J. Kenney*

**Ed 291 Geometry for Teachers (S: 3)**

This course is intended to fill a basic need of all teachers of grades K-9. Geometry now occupies a significant role in the elementary mathematics curriculum. The course will treat content but ideas for presenting geometry as an activity-based program will be stressed. Topics to be covered include geoboard and other key manipulatives, elements of motion and Euclidean geometry, and suggestions for using *Logo* as a tool to enhance teaching geometry.

*Margaret J. Kenney*

**Ed 292 A Historical Perspective on Child Development (F: 3)**

This course will examine how different theories of child development have influenced child rearing practices and the attitudes of society, education and literature toward the child. The course will trace these phenomena beginning with the 18th century to the present. Open only to students in the Honors Program.

*Irving Hurwitz*

**Ed 293 Honors Seminar: Creativity (S: 3)**

The implications of creativity for educators is discussed in this course. Open only to students in the Honors Program.

*John Dacey*

**Ed 294 Perspectives in Sex Differences**

This course, for honors students only, will examine theory and research on the psychology of sex differences. Offered 1986–87.

*Mary Brabeck*

**Ed 295 Honors Seminar: Psychological**

This course, open to students in the Honors Program, treats from a psychological perspective the stress reaction in human beings.

Offered 1986–87

*Hayden A. Duggan*

**Ed 301 Secondary History Methods (F: 3)**

This course will demonstrate methods for

organizing a unit, utilizing original sources, developing critical thinking, facilitating inquiry learning, integrating the social studies, and evaluation. Students will be required to develop and present sample lessons and units. Substantial field work required. Ed 258 or 429 must be taken concurrently.

M., 4:30–6:15

*The Department*

**Ed 302 Secondary English Methods (F: 3)**

This course deals with a range of topics and concerns related to the effective teaching of English at the Secondary level. Students will review the research and explore the role of the English teacher within the school organization. Particular emphasis will be placed on the preparation and planning for language and communication skills, literature and composition.

M., 4:30–6:15

*The Department*

**Ed 305 Secondary Mathematics and Science Methods**

A survey of several current secondary science and mathematics curricula combined with an individually chosen in-depth study of one curriculum project. Students will present demonstration lessons to the class, utilizing proven science and mathematics class techniques and stressing the inquiry approach to science and mathematics teaching. Substantial field work required, including experience with high school classes and logistical planning for field trips in the community. Ed 258 or 429 must be taken concurrently.

*George Ladd*

**Ed 310 Family, School, and Community Relations (S: 3)**

This course focuses on family interactions and community relations both in terms of how they influence the child and how the teacher can effectively respond to these factors. Included are discussions of the short and longterm effects of divorce, single parent families, step-families, poverty and cultural differences. There will be a focus on the teacher working with parents in terms of parent education and parent involvement in school. In addition, emphasis will be placed on helping children develop a greater sensitivity to their own and other cultures through multicultural education.

M., 4:30–6:15

*Irving Hurwitz*

**Ed 315 The Psychology of Adolescence (S: 3)**

An analysis of the psychology and problems of the adolescent years. Biological changes, value development, the influence of media, sexual identity, cultural influences, and relationships with adults will be discussed. Current philosophical and cultural trends will be examined in regard to their impact on youth. Adolescence in other cultures will be discussed in order to provide a better perspective on American youth. Accounts of adolescence from literature will be used to supplement theory.

M., 4:30–6:15

*The Department*

**Ed 316 Seminar and Practicum on Early Education (S: 3)**

This course focuses on the construction of a model early education program through the careful design and implementation of teaching strategies and curriculum. Students will participate in a seminar at Bos-



ton College plus a one-day-a-week field practicum at the Boston College/J.C.C. Collaborative Preschool. The cooperating teachers at the preschool and the Boston College consultants in the projects will participate in the seminar with the students. Students will have concrete experiences in developing a variety of teaching strategies and will be video-taped using these strategies. Workshops on curriculum areas applicable to the learning environments of young children will be presented in the seminar including such areas as the arts, communications skills, health, and physical education.

T., 4:30-5:30  
Th., 4:30-6:00

*Beth Casey*

**Ed 317 Gerontology (S: 3)**

The purpose of this course is to survey the theories and research pertaining to the process of aging and the effects of this process on the elderly. Topics will include biological, cultural, and social determinants, perception, psychomotor skills, learning, thinking, intelligence, employment and retirement, personality, and psychopathology.

Th., 4:30-6:15

*John Dacey*

**Ed 319 Psychology and Education of Creative People (F: 3)**

This course will consider psychological aspects of four areas of creative activity: personality, productivity, mental processes, and physiological processes. It will combine consideration of current research and measurement studies with the research and experience of the students themselves. All age levels of creative development are included.

Th., 4:40-6:16

*John S. Dacey*

**Ed 321 Language and the Language Arts (S: 3)**

A course that examines the nature and structure of language and how it applies to the teaching of language arts in the elementary and middle schools.

M., 4:30-6:15

*John Savage*

**Ed 323 Reading Instruction in the Middle & Secondary School (S: 3)**

A course that includes principles and practices of developmental and remedial reading instruction at the middle and senior high school levels. There will be particular emphasis on teaching reading in content areas. May require field-based assignments.

Th., 4:30-6:15

*The Department*

**Ed 325 Science in the Elementary School (S: 3)**

An opportunity to become actively involved with the wide number of elementary science curriculum activities and materials designed for children from 2 to 12 years of age. Open to early childhood, special education and other individuals interested in science education at the elementary level.

By arrangement

*George Ladd*

**Ed 326 Science in the Secondary School (F: 3)**

Current issues, trends and innovations in science education at the secondary (7-12) level will be investigated and discussed. This course is required of all Master's, C.A.E.S., and Doctoral students with a science education emphasis in their programs.

By arrangement

*George Ladd*

**Ed 327 Teaching the Gifted (S: 3)**

The course will involve an examination of outstanding teaching/learning models for the gifted, followed by individual and group activities centering on the development of strategies and materials based on a single model or an eclectically developed one.

W., 4:30-6:15

*Katharine Cotter*

**Ed 328 Psychology and the Gifted (F: 3)**

The course is comprised of a study of gifted people, with an emphasis on children and youth in school. Among the topics studied are: interactions and impacts of giftedness and various environments; the problems of underachievement and non-productivity; the nature of genius and high intelligence; factors contributing to the achievement of eminence in various fields; and the guidance of the gifted toward the development of their potential.

Th., 4:30-6:15

*Katharine Cotter*

Courses listed below are available to undergraduates; please refer to the Graduate Bulletin for course descriptions.

**Ed 350 Legal Rights of Teachers and Students (S: 3)**

T., Th., 9:00-10:45

*Lester Przewlocki*

**Ed 355 Children's Literature (F, S: 3)**

W., 4:30-6:15

*Lillian Buckley*

**Ed 361 History of Western Education (F: 3)**

Th., 4:30-6:15

*Edward Power*

**Ed 364 Introduction to Social Psychology (F: 3)**

F., 4:30-6:15

*Ronald Nuttall*

**Ed 365 Mass Media and Education (F: 3)**

Th., 4:30-6:15

*Pierre Lambert*

**Ed 368 Introduction to LOGO for Educators (F: 3)**

W., 4:30-6:15

*John A. Jensen*

**Ed 374 Management of the Behavior of Severe Special Needs Students (F: 3)**

M., 4:30-6:15

*James Cremins*

**Ed 380 Functional Implications of Vision Pathology (F, Summer: 3)**

M., 4:30-6:15

*Richard Jackson*

**Ed 382 Alternative Communication Systems (S: 1)**

By arrangement

*The Department*

**Ed 384 Severe/Multihandicapped Techniques I (F: 3)**

F., 4:30-6:15

*The Department*

**Ed 386 Communication (Manual) II (S: 3)**

W., 6:30-8:15

*The Department*

**Ed 389 Assessment of Children with Low Incidence Handicaps (F: 3)**

Th., 4:30-6:15

*The Department*

**Ed 396 Independent Living Skills for the Visually Handicapped (S: 3)**

W., 1:30-4:15

*Janice Crews*

**Ed 398 Working with Parents of Severe Special Needs Students (S: 3)**

W., 4:30-6:15

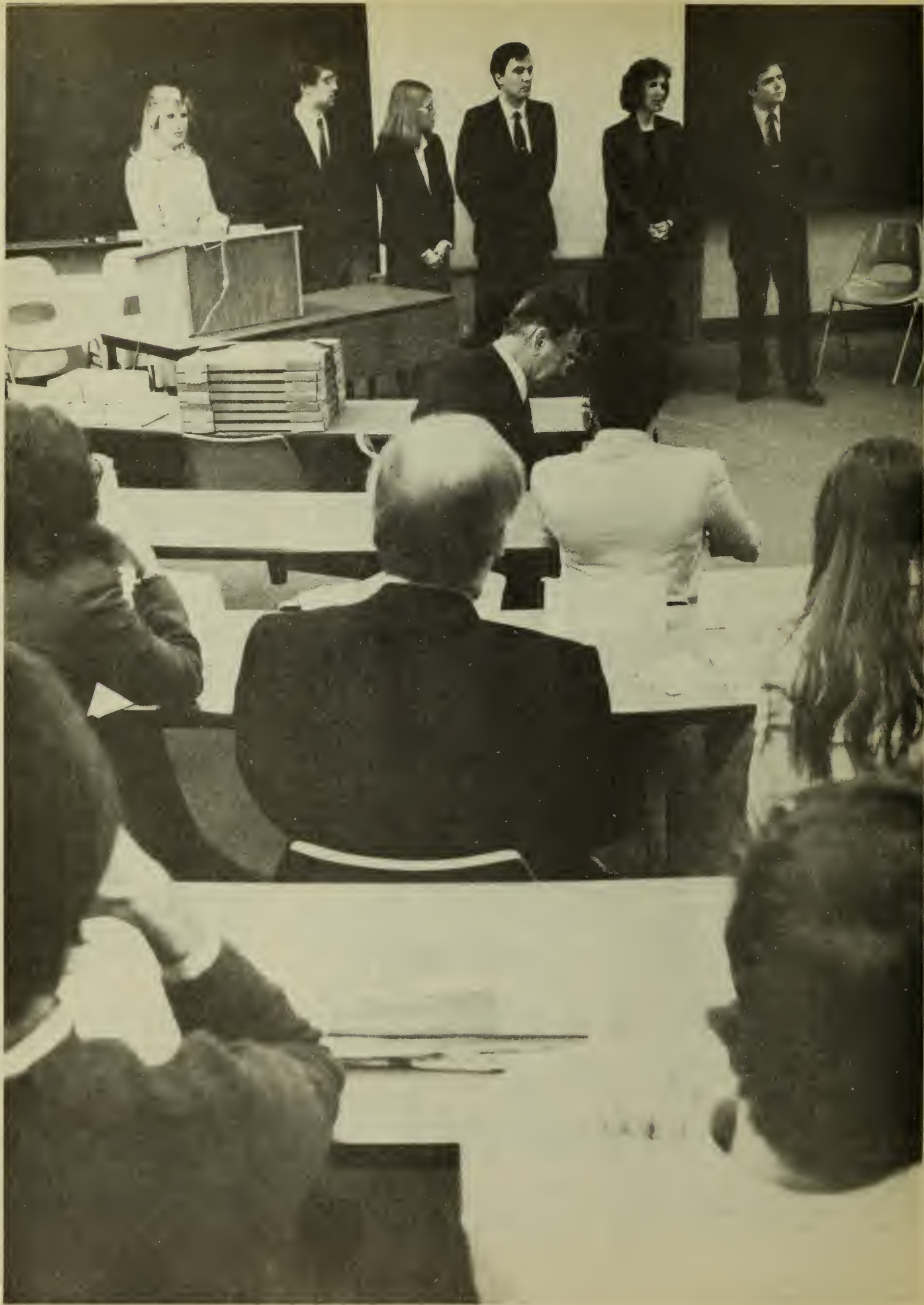
*Richard Weisenfeld*

**Ed 399 Career/Vocational Strategies and Materials (F: 3)**

T., 6:30-8:15

*Ronald Linari*









# School of Management

In order to meet an ever increasing demand for undergraduate liberal and professional education for the modern world of business, the College of Business Administration was inaugurated as an integral part of Boston College in 1938. The first freshman class of the College met in downtown Boston, but a rapid expansion of the program caused the College to be moved out to the Chestnut Hill campus in 1940. Following World War II, the College of Business Administration moved to its own new permanent building—Fulton Hall—which had been especially constructed for it on the main campus with well-equipped lecture halls, conference rooms, and its own large library. In the Fall of 1957 the Graduate School of Business Administration was founded. In October, 1969, the Directors of the University voted to incorporate both schools into a School of Management with an Undergraduate and a Graduate Division. The name School of Management is in itself a reflection of our goals and objectives—to educate the managers and leaders of organizations, whether they be business, government, hospital or education oriented.

## Objectives of the School of Management

In recent years, a great deal of attention has been directed toward determining the most effective approach for the education of managers. Perhaps no other segment of the academic community has subjected itself to such penetrating self-analysis. The consequence of this effort is the recognition of the need for professional education based on broad knowledge rather than specialized training. There is a great need for managers who have the necessary psychological attitudes and professional skills to enable them to be effective in a world of change. Imaginative people must emerge who have an interest in processes and a desire to create new forms. If schools of management are to meet these needs, they must provide future managers with a knowledge of the methods and processes of professional management and an understanding of the complex and evolving social system within which they will apply this knowledge. Thus, the challenge is in developing competence in the application of professional skills to the solution of the external as well as the internal problems of organizations.

The primary objective of the graduate and undergraduate management programs at Boston College is to provide a broad professional education that will prepare the student for important management positions in business and in other institutions. In the development of persons who will assume significant professional responsibilities, it is absolutely essential that each student gain both an appreciation for the ethical and moral dimension of decision making and an understanding of the Jesuit tradition in this area. A manager is viewed as a person who makes significant decisions and assumes the lead-

ership responsibility for the execution of these decisions. Toward this end, the undergraduate program of study is designed to accomplish the following

- goals:
1. Liberal Education: To provide students with a broad educational foundation of course coverage in arts and sciences, including English, mathematics, social sciences, history and the natural sciences.
  2. Professional Core: To develop in students a sound background knowledge of the concepts, processes, institutions, relationships, and methods of modern management.
  3. Advanced Professional Interest: To allow students the opportunity to explore areas of professional interest through advanced course work in specific professional disciplines.
  4. Personal Development: To encourage students to develop, as individuals, those attitudes, skills, and commitments which best equip them to perform effectively as responsible leaders in business and in society.

## Requirements for the Degree

The basic requirement for the Bachelor of Science degree is the completion of thirty-eight (38) one-semester, three-credit courses distributed over eight semesters of four academic years with a cumulative average of at least a C- (1.5). Within these thirty-eight courses is the Core curriculum of fourteen liberal arts courses required of all students. The remaining twenty-four courses include sixteen management courses, two liberal arts electives and six free electives.

Students are encouraged to use these electives to maintain or develop skills and interest in other areas such as foreign language, music, art etc. Foreign language study is particularly recommended; for example, the Department of Germanic Studies offers the course Gm 005-006 (Elementary Business German) for persons without previous experience with the German language who wish to begin to develop competence with this language (For details see Germanic Studies).

The Department of Romance Languages offers Rl 013 (Professional Conversational Spanish for Business) in which special attention is given to vocabulary and dialogues related to business (see Romance Languages).

The School of Management offers its undergraduates an integrated concentration in Management and Psychology. Persons interested in this concentration should contact the coordinator through the office of the undergraduate dean early in their freshman year.

In some cases it is possible to arrange an equivalent major in Arts and Sciences by utilizing free electives. Students interested in completing a major in the College of Arts and Sciences should contact both the School of Management Associate Dean and the Department Chairperson in the College of Arts & Sciences.

In general, University Core or School of Management courses may not be taken by any student on a Pass/Fail basis or for Audit; the only courses that are acceptable

for Pass/Fail are the Arts and Sciences free electives.

The University Core is customarily taken as shown, as is the School of Management Core. However, you should arrange your courses in sequence according to your field of concentration in consultation with your faculty advisor.

The final examination schedule is set before classes begin according to the examination module based upon day and time of offering. If a student has three or more examinations scheduled for the same day, the difficulty is caused by a departmental examination which will have to be re-scheduled as an absentee examination.

### Freshman Year

English	English
Mathematics*	Mathematics*
Natural Science	Natural Science
European History	European History
Pl 070 Phil. of Person I	Pl 071 Phil. of Person II

### Sophomore Year

Ma 021 Financial Accounting	Ma 022 Managerial Accounting
Ec 131 Princ. of Economics—Micro	Ec 132 Princ. of Economics—Macro
A & S Elective	A & S Elective
Mc 021 Computers in Management or Mc 350 Programming**	Ec 151 Statistics
Theology	Theology

### Junior Year

Arts and Sciences elective	Arts and Sciences elective
Mf 021 Basic Finance	Concentration Elective
Mk 021 Basic Marketing	Elective
Mq 021 Management & Operations	Mb 021 Organizational Behavior
Mj 021 Introduction to Law	

### Senior Year

Concentration	Concentration
Concentration	Md 099 Admin. Strategy & Policy
Elective	Elective
Elective	Elective

With the exception of Md 099 Administrative Strategy & Policy, all management Core courses must be completed by the end of the junior year. Seniors must have taken management Core courses in the first three years. Accounting, statistics, computer science and economics should be taken by the end of the second year.

The prerequisite for individual courses must be followed:*Example*—Financial Accounting—Ma 021 before Managerial Accounting—Ma 022; Ec 151 Principles of Economics—Macro, Ec 132 Statistics and Ma 022—Managerial Accounting before Mq 021 Management & Operations .

\*Mt 174—Mt 175—Calculus for Management Science  
\*\*Mc 350 Special Permission of Chairperson



## Common Body of Knowledge

To provide the student with the common body of knowledge in business and administration, the programs include as part of their course of instruction the following:

- a background of the economic and legal environments of business enterprise along with consideration of the social and political influences on business;
- a basic understanding of the concepts and methods of accounting, quantitative methods, and information systems;
- a study of organization theory, interpersonal relationships, control and motivation systems, and communications;
- a background of the concepts, processes, and institutions in marketing and distribution, production, and financing functions of business enterprise;
- a study of administrative processes under conditions of uncertainty including integrating analysis and policy determination at the overall management level.

## Academic Regulations

### Requirement for Good Standing

In order to remain in good standing, a student must maintain a cumulative average of C- (1.5) as the satisfactory standard of scholarship, and have passed at least nine courses by the beginning of the second year, nineteen courses by the beginning the third year and twenty-nine courses by the beginning of the fourth year. A student who fails or withdraws from a course(s) or who takes less than the normal course load, must make up the course(s) by attending summer school at Boston College or at another approved college. Permission to take summer school courses must be obtained in writing from the Associate Dean prior to taking the course.

Failure to maintain this requirement will result in the student being placed on warning or probation. Three or more deficiencies (i.e., grades of W or F) in one academic year will result in dismissal from the College.

### Class Attendance

Attendance at class is obligatory for all freshmen except those on the Dean's List. The administrative penalty for those with excessive absences is loss of credit for the course(s) involved. Further details concerning this rule will be found in the University *Student Guide*. Attendance in class for the other years is free and is left to the maturity and responsibility of the individual student: however, certain courses because of their special approach require attendance, e.g. Md 099—Administrative Strategy and Policy.

In cases of prolonged absence due to illness or injury, a student or a member of his or her family should communicate with the Dean of Students and the Associate Dean of the School of Management as soon as the prospect of prolonged or extended absences becomes clear. The academic arrangements for the student's

return to classes should be made with the Associate Dean of the School as soon as the student's health and other circumstances permit.

### Normal Program

The normal program for freshmen, sophomores, and juniors is five courses each semester; for seniors four or five courses.

### Acceleration

After being in residence for at least three semesters, and at least two full semesters prior to the proposed date of graduation, students may apply to the Dean of the School of Management to accelerate their degree program by one or two semesters. Students must present a minimum cumulative average of 3.0; they will be considered for approval only for exceptional reasons. The University policies regarding accelerated programs, once approved, also require that any courses intended for acceleration must be taken at Boston College and must be authorized by the Associate Dean. Students transferring into Boston College with first semester sophomore status or above are not eligible to accelerate their program of study. Any overload courses taken for credit will carry an extra tuition charge. A sixth course may be taken by students who have a cumulative average of B (3.0) and have the permission of the Associate Dean. Course credit will not be granted for students who do not have permission prior to registering for the course. Full time status for a student in any class requires enrollment in at least four courses each semester.

### Leave of Absence

A student in good standing who desires to interrupt the normal progress of an academic program and wishes to resume studies at Boston College within a year may petition for a leave of absence. The process begins in the Office of the University Registrar. A leave of absence will not normally be granted to students who expect to do full time academic work at another institution, and will be extended for no more than one year, although petition for renewal is possible.

### Academic Integrity

All students are expected to maintain the highest standards of personal integrity and honor in all their academic activities. Students who violate these standards are subject to disciplinary action by a professor, and may be subject to further action after a hearing by a board of peers and faculty.

An Academic Integrity Board composed of both students and faculty investigates breaches of academic integrity (cheating, plagiarism, etc.) referred by either students or faculty. After reviewing a case the Board makes a recommendation to the Associate Dean who can then take disciplinary action which may include suspension or expulsion.

### Degree with Honors

Latin honors accompanying the degrees

of Bachelor of Arts and Bachelor of Science are awarded in three grades according to the cumulative average attained by full-time attendance: Summa cum Laude, with Highest Honors, will be awarded to the top 4.5% of the graduating class, Magna cum Laude to the next 9.5% and Cum Laude to the next 15%.

## Special Programs

### Management Honors Program

To be considered for admission to the Honors Program, a student must have a Dean's List average for Freshman year, exhibit an ability to work well with others and desire to develop abilities by being involved in the functions associated with the Program. Throughout the Program a participant is expected to remain on the Dean's List and actively participate in planning and executing Program functions.

The Honors Program has as its goal the development of professional skills and leadership ability in the organizational world. A brochure giving more complete details regarding requirements and activities will be mailed on request.

### Pre-Professional Studies for Law

Although there is no prescribed academic program which can be considered "pre-legal", the School of Management does provide an opportunity for the student to develop analytical powers and a capacity in both oral and written expression in a number of "Case-type" courses.

Of prime importance to the pre-law student, then, is the development of clear reasoning power, a facility for accurate expression, a mature balance of judgment, and the ability to appreciate the moral, social and economic problems related to the administration of justice in modern society.

Through its curriculum, which blends the liberal arts with professional course work, the School of Management offers an ideal opportunity to develop these qualities. In addition, the School of Management staff includes a highly-competent pre-legal advisory counseling group. Together, these provide an excellent preparation for the legally-oriented student.

### Loyola Lectures

Throughout the academic year Boston College is the host to national and international authorities not only in business, but in government, literature, religion, the arts, science, human relations and law. The university, the colleges and departments sponsor the visits of the renowned in these fields to give the students an added dimension to their collegiate careers. The School of Management is the sponsor of the Loyola Lecture Series. Each year two national or international figures are invited to the campus for the purpose of stimulating provocative discussions on national and international affairs. Recent speakers included Father Umberto Almazan, Dr. Tran Van Chuong, F. Lee Bailey, Ralph Nader, Jack Anderson, Senator Paul Tsongas, and Andrew Young.



Senior Awards and Honors

*The Reverend Thomas I. Gasson, S.J. Award:* A Gold Medal founded by Boston College for general excellence in all courses of study during the four years in the School of Management.

*The Patrick A. O'Connell Marketing Award:* A Gold Medal founded by Patrick O'Connell for excellence in all courses studied in the major field of Marketing.

*The Patrick A. O'Connell Finance Award:* A Gold Medal founded by Patrick O'Connell for excellence in all courses studied in the major field of Finance.

*The John B. Atkinson Award:* Founded by Mr. John B. Atkinson for excellence in all courses studied in the major field of Management.

*The Reverend Charles W. Lyons, S.J. Award:* A Gold Medal founded by Boston College for excellence in all courses studied in the major field of Accounting.

*The Arthur Andersen Award:* In Computer Science. Awarded to the student who, by the vote of the Department Faculty, has demonstrated outstanding achievement in the major field of Computer Science.

*The James D. Sullivan, S.J. Award:* A gift of the Student Senate of the School of Management is awarded to the senior who, in the judgment of a faculty committee, is outstanding in character and achievement.

*The Matthew J. Toomey Award:* Is presented annually by Mr. Knowles L. Toomey to honor the outstanding student in the School of Management Honors Program.

*The Wall Street Journal Award:* A Gold Medal and a year's subscription to the Wall Street Journal given to the senior who, in the opinion of the faculty committee, has demonstrated outstanding achievement in his or her major field of study.

*The William I. Lee Accounting Award:* An annual award given by the North Shore Region of the Greater Boston Association of Accountants to a high-ranking senior accounting major.

*The Raymond J. Aherne Award:* Given annually to the outstanding senior majoring in Finance. The nominees are voted upon by the seniors in the Academy and final selection is made by a student-appointed faculty interviewing committee. The award represents the recognition of one's own peers as being a leader in his or her field.

*The James E. Shaw Memorial Award:* This award is to a senior in the School of Management who has been accepted to a recognized Law School. This student demonstrates a strong personal interest in the welfare of fellow students. The recipient is selected by a faculty committee of the School of Management.

*The Hutchinson Memorial Award:* A plaque presented by the American Marketing Association, Boston Chapter, to the outstanding marketing student for academic and



Accounting

Faculty

**Professor Arthur L. Glynn**, M.B.A., Boston University; J.D., Boston College Law School; C.P.A., Massachusetts

**Associate Professor Louis Corsini**, Chairman of the Department  
B.S.B.A., M.B.A., Boston College; Ph.D., Louisiana State University; C.P.A., Massachusetts

**Associate Professor Christopher J. Flynn**, A.B., Boston College; A.M., Boston University; L.L.B., Boston College

**Associate Professor Ronald Pawliczek**, B.B.A., Siena College; M.B.A., Ph.D., University of Massachusetts

**Associate Professor Frederick J. Zappala**, B.S.B.A., Boston College; M.B.A., University of Pennsylvania; C.P.A., Massachusetts

**Assistant Professor J. Stephen Collins**, A.B., Boston College; M.S., Northeastern University; Ph.D., Boston College; C.P.A., Massachusetts

**Assistant Professor William A. DeMalia**, B.S.B.A., M.B.A., Boston College; C.P.A., Massachusetts

**Assistant Professor Stanley J. Dmohowski**, B.S.B.A., Boston College; M.B.A., New York University; C.P.A., Massachusetts

**Assistant Professor James F. Waegelein**, B.S., B.A., Boston College; M.S.B.A., University of Massachusetts; Ph.D., Pennsylvania State University; C.P.A. Colorado

**Instructor George E. Nogler**, B.S., Bentley College; M.A., Assumption College; M.B.A., D.B.A (cand.). Boston University

**Instructor Laurie W. Pant**, B.A., College of New Rochelle; M.Ed., Emory University; M.B.A., D.B.A. (cand.), Boston University

**Lecturer William J. Horne**; A.B., A.M., Boston College

**Lecturer Robert M. Turner**, B.S., LeMoyne College, M.S., Syracuse University; M.B.A., Boston College

Program Description

The objective of the curriculum sequence is to prepare the undergraduate student who concentrates in accounting for a professional career in accounting for the remainder of this decade and into the next. This curriculum is broad based in its scope and coverage so as to be relevant and useful for a professional accounting career, whether that career be in public accounting, industry, financial institutions, not-for-profit organizations or government. The program emphasizes the conceptual and the applications aspect of the financial accounting standards and managerial accounting techniques, and the relationship between accounting information and recent developments in economics, finance and the behavioral sciences.

Courses Required for a Concentration

Junior Year

- Ma 301 Financial Accounting Standards and Theory I
- Ma 302 Financial Accounting Standards and Theory II
- Ma 307 Managerial Cost Analysis
- Ma 309 Analysis and Audit of Information Systems (May be taken Fall Senior Year)

Senior Year

- Ma 402 Theory and Contemporary Issues in Accounting
- Ma 405 Federal Taxation
- Electives**
- Ma 399 Research Seminar in Accounting
- Ma 401 Financial Accounting Standards and Theory III
- Ma 408 Financial Auditing

C.P.A. Recommendations

The Department recommends that students who intend to practice as Certified Public Accountants contact the state they plan to practice in concerning the educational requirements of that state. Many states have credit and distribution requirements that exceed the minimum course requirements for graduation at Boston College. The faculty of the Department is available for advising on how best to fulfill these requirements.

Course Offerings

**Ma 021 Financial Accounting Information Systems (F, S: 3)**  
This course deals with the formal financial information processing system, the end products of which are the various financial statements presented to investors, creditors, and other parties. Accounting concepts, standards and procedures are studied from the standpoint of providing the tools for subsequent analysis of the financial statements.

*The Department*

**Ma 022 Managerial Accounting (F, S: 3)**  
This course stresses the usefulness of accounting data as it relates to the managerial decision-making process, within the broad objectives of planning, control and analysis. Among the multi-faceted areas of study are financial statement analysis, managerial accounting fundamentals for product costing and cost-volume-profit relationships, budgeting for both profit planning and capital outlays, standard cost analysis and responsibility accounting.

*The Department*

**Ma 301 Financial Accounting Standards and Theory I (F: 3)**  
*Prerequisite:* Ma 022  
This is the first course of a four course sequence which comprehensively addresses accounting and reporting standards. Throughout the sequence, emphasis is placed on the application of accounting theory to the development of financial statements of proper form and content. In this, the first course, attention is directed to the study of asset accounting and valuation and the relationship between the balance sheet and the statement of income.

*The Department*

**Ma 302 Financial Accounting Standards and Theory II (S: 3)**  
*Prerequisite:* Ma 301  
Emphasis is placed on the continuing relationship between theory and practice as applied to the liability and the stockholders' equity section of the balance sheet. Specific areas of coverage include long-term debt, troubled debt restructuring,



stockholders' equity, long-term investments, business combinations, and statement of change in financial position.

*The Department*

**Ma 307 Managerial Cost Analysis (F, S: 3)**

*Prerequisite:* Ma 022

The control aspects of material, labor and overhead accounting are stressed. The course covers such areas as job and process costs, cost behavior, and CVP analysis, systems design, responsibility accounting and decentralization, profit planning through operating budgets and capital budgets, standard costing, direct costing and relevant costing.

*The Department*

**Ma 309 Analysis and Audit of Information Systems (F, S: 3)**

*Prerequisites:* Ma 301, Mc 022, Ec 151

The course provides an overview of how to understand, analyze, and audit both manual and computerized accounting information systems. The topics covered include computer hardware and software, systems analysis and design, internal control, computer auditing techniques, operational auditing, audit evidence, generally accepted auditing standards, compliance testing, substantive testing, and the analysis and control of specific accounting applications such as accounts receivable and payable systems.

The course requires the student to perform a systems analysis and control review in a business. The final review report is presented to the class and management.

*The Department*

**Ma 399 Research Seminar (F, S: 3)**

Research is carried on under the guidance of members of the Accounting Department. The focus of the course is on investigations in the field of accounting and related subjects.

**Ma 401 Financial Accounting Standards and Theory III (F, S: 3)**

*Prerequisite:* Ma 302

The course further develops the theoretical framework of the accounting discipline. Areas of investigation include earnings per share, pensions, compensation, tax allocation, accounting changes, prior period adjustments, interim and segment reporting and foreign currency transactions. *The Department*

**Ma 402 Theory and Contemporary Issues in Accounting (F, S: 3)**

*Prerequisite:* Ma 302

This course is presented in four parts. The first deals with theory development culminating with an in-depth look at the conceptual framework. The second part explores alternative theory development, the impact of politicization, economic consequences, efficient market theory and other factors which affect the development of accounting principles. The third part focuses on theory applications, specifically GAAP. The last part of the course exposes the student to fund and not-for-profit accounting.

The course objective is to develop the student's understanding of the major conceptual issues of the accounting discipline and the complexities and difficulties surrounding their application. The pedagogy

throughout the course is on student participation through presentations, term papers and class discussion.

*The Department*

**Ma 405 Federal Taxation (F, S: 3)**

This course considers Federal Income Tax Laws, with applications to individuals, partnerships, fiduciaries and corporations. An intensive series of practical problems covering concrete situations illustrates the meanings of the laws. Consideration is given to the economic and historic viewpoints. A study is made of federal estate, gift and excise tax laws.

*The Department*

**Ma 408 Financial Auditing (F, S: 3)**

*Prerequisite:* Ma 309

This course presents the generally accepted auditing standards and procedures of auditing to prepare today's students to be tomorrow's public accountants. The topics covered include professional ethics, auditor's legal liability, audit evidence, advanced EDP auditing, and statistical sampling. The course requires projects that allow the student to experience actual audit situations.

*The Department*

## Administrative Sciences

### Faculty

**Professor Walter H. Klein**, B.S., M.B.A., Ph.D., University of Pittsburgh

**Professor John E. Van Tassel**, B.S.B.A., A.M., Boston College; Ph.D., Harvard University

**Associate Professor Mary L. Hatten**, A.B., Rosary College; M.S., Ph.D., Purdue University

**Associate Professor David C. Murphy**, B.B.S., New Hampshire College; M.B.A., D.B.A., Indiana University

**Associate Professor Joseph A. Raelin**, Chairperson of the Department A.B., Ed.M., Tufts University; C.A.G.S., Boston University; Ph.D., SUNY, Buffalo

**Assistant Professor Cengiz Haksever**, B.S., M.S., Middle East Technical University, Turkey; M.B.A., Texas, A&M University; Ph.D., University of Texas

**Assistant Professor James F. Halpin**, S.J., A.B., A.M., M.S., Boston College; S.T.L., Colegio de San Francisco de Borja; Barcelona; S.T.D., Gregorian University

**Assistant Professor Hassell H. McClellan**, B.A., Fisk University; M.B.A., University of Chicago; D.B.A., Harvard University

**Assistant Professor Thomas P. Vaughan**, B.S., M.B.A., Wayne State University; Ph.D., University of Michigan

**Assistant Professor Robert D. Wright**, A.E.E., Northeastern University; M.S., Worcester Polytechnic Institute; M.Eng., M.B.A., D.B.A., Boston University

**Instructor William B. Lindsley**, B.A., University of Virginia; M.B.A., Boston College; Ph.D., Sloan School of Management, M.I.T.

**Lecturer David R. McKenna**, B.S., M.B.A., Boston College

## Program Description

The Administrative Sciences Department offers programs in Quantitative Analysis and Strategic Management. A concentration in Quantitative Analysis is offered at both the graduate and undergraduate levels in conjunction with the Computer Science Department. A graduate concentration in Strategic Management is offered which includes, for those so inclined, an option in Public Management. Undergraduates interested in pursuing studies in Strategic Management may do so within the General Management concentration.

## Course Offerings

### Strategic Management

**Md 099 Strategy and Policy (F, S: 3)**

*Prerequisite:* Successful completion of the S.O.M. professional Core. Departmental approval may be granted in certain circumstances to second-semester juniors who certify completion of the management Core except for Mq 021 which must then be taken with Md 099.

This course focuses on the study of the administrative process as organizational guidance from a top management perspective. This involves the nature, formulation, and implementation of strategy and policy; the necessity of, and problems resulting from functional integration and human interaction; the planning, organizing, and controlling processes; the evaluation of risks and alternatives; and administrative philosophies and ideologies. Considerable emphasis is placed on student participation through class discussion, and on the development of administrative skills.

*The Department*

**Md 160 Ethical Issues in Management (F, S: 3)**

This course will deal with ethical theory within a management context. The subject matter and the format of the course are designed to 1) stimulate the moral imagination, 2) recognize moral issues, and 3) develop analytical skills and the ability to use them in the moral decision-making process. In keeping with these objectives, our approach will be part lecture and part discussion, with attention to both general theory and concrete cases. Areas to be covered comprise: the American business system, social value systems, individual and organizational behavior, conventional morality and ethical relativism, ethical theories, theories of economic justice, corporate responsibility, the limits of law, self-regulation and government regulation, institutionalizing social responsibility, ethics and the policy process.

*James Halpin, S.J.*

*Richard McGowan, S.J.*

**Md 299 Independent Study (F, S: 3)**

*Prerequisite:* Senior standing, consent of department chairperson.

The student works under the direction of an individual professor.

By arrangement

*The Department*



**Md 390 Small Business Consulting (S: 3)**  
*Prerequisite:* Senior standing and satisfactory completion of the S.O.M. Core. Open to members of other branches of the University upon approval of the instructor (typically, such applicants will have had some experience with small business, often in a family firm). This is a course in management strategy. Its purpose is to provide a viable alternative for those students likely to enter small, family, or new businesses rather than "Big Business." It emphasizes a major consulting project selected by the student from a number of firms which have asked the instructor for consulting help. The projects, which are both profit and non-profit, are typically worked on by small student teams which work closely with the instructor. In the first few weeks of the course, class meetings are held to transpose what has been learned in several functional areas to the needs of the typical small organization and to understand the consulting process. During much of February and March, class meetings are informal and not obligatory. In this period students are working directly with their clients. The instructor is always in the classroom at the appointed hour to help with problems during this period. During April each team presents its findings to the class before preparing their written reports to the client.

Thomas W. Dunn

**Md 608 Management of Health Care (S: 3)**  
This course introduces the student to a variety of current issues in the health care delivery area. Since the provision of health services is, in essence, the spending of the public's money for the public's good, it is subject to extensive regulation and scrutiny. Consequently, many of the factors which operate in the public domain impinge on the organization and in turn on the manager. This course is designed to introduce the student to this reality and the associated problems and issues which stem from it. To accomplish this goal, the course is designed in two modules.  
1. The environmental context of Health Care Management.  
(The public policy-making process in health care.)  
2. The organizational context of Health Care Management.  
(The impact of enacted health policy on the organization and the management of health care.)  
Thomas Vaughan

The Department also offers from time to time:

**Md 122 Managing Complex Organizations**

Program Description

Quantitative Analysis

Quantitative Analysis is offered jointly by the Administrative Sciences Department and the Computer Science Department. The focus of the program is on the application of quantitative methods to operations management: the planning, controlling and decision-making functions common to all productive organizations. By its very nature, this area serves as a

linking pin to such functional areas as marketing, finance, accounting, production, and human resources management. Indeed, the major approaches of quantitative analysis have been successfully applied to, and have been of considerable influence in the development of, these traditional managerial functions. For this reason, students concentrating in one of these functional areas will find a second concentration in Quantitative Analysis to be especially valuable.

- The objectives of this program are:
1. To develop formal analytic skills in defining, analyzing, and solving complex managerial problems.
  2. To gain appreciation for when and where to use the principal techniques of quantitative analysis, with the ability to apply them when the proper occasions arise.
  3. To enhance understanding of operations analysis within organizations along with a knowledge of the interrelationships between the traditional managerial functions.
  4. To provide understanding of systems management and the ability to apply systems thinking and approaches to managerial problems.

An undergraduate concentration requires four courses beyond the introductory course Mq 021 Management and Operations. To fulfill the program objectives, a course in applications (Mq 250) is required and a second applications course (Mq 370) is strongly recommended. To provide the necessary technical expertise, at least one course must be taken in the basic disciplines of simulation, statistics or operations research. The concentration can be rounded out with the elective offerings in the area or with additional work in the basic disciplines.

- Required:
- Mq 250 Decision Analysis
- At least one of:
- Mq 384 Applied Statistics  
Mq 604 Operations Research  
Mq 605 Simulation Methods
- Strongly recommended:
- Mq 370 Operations Analysis
- Electives:
- Mq 299 Independent Study  
Mq 375 Systems Management  
Mq 606 Forecasting Techniques  
Mq 608 Cases in Management Science

Course Offerings

Quantitative Analysis

**Mq 021 Management and Operations (F, S: 3)**  
*Prerequisites:* Ec 131, Ec 132, Ec 151, Ma 022, and Mc 022  
This course serves as an introduction to operations management. The central focus is on the structure, behavior, and management of operating or productive systems. Operations management is what every organization does; it transforms human,

physical, and technical resources into goods or services. Hence, every organization has a need to manage resource conversion *effectively* and *efficiently*. How *effectively* this is accomplished depends upon the linkages between operating decisions and general management decisions, organizational strategies, and societal concerns about productivity, inflation, quality of life, and quality of working life. The integration centers on decisions regarding demand forecasting, cost, scheduling, productivity, quality, customer service and satisfaction, energy conservation, return on investment, pollution abatement, quality of working life, product reliability, and technology transfer.

The Department

**Mq 250 Decision Analysis (F: 3)**  
*Prerequisite:* Mq 021  
This course is designed for students who desire to concentrate in Operations Analysis and others who seek to supplement their chosen major with study in quantitative analysis. The course covers a broad range of topics and focuses on the application of decision models. Since this course is intended for students of various backgrounds and management interests, it draws decision problems from operations, finance, marketing, accounting, and personnel management. Decision Analysis is intended to improve the student's rigor in management decision making and to acquaint the student with the tools of the management scientist.

David R. McKenna

**Mq 299 Independent Study (F, S: 3)**  
The student works with an individual professor on a mutually agreed upon topic. An oral and written presentation is required.  
By arrangement The Department

**Mq 370 Operations Analysis (S: 3)**  
*Prerequisite:* Mq 021  
This course applies analytical concepts to the management of operating systems, focusing on economic and strategic implications of major operating decisions facing managers. Drawing primarily on case studies, the course emphasizes the development of reasonable and viable courses of action based on thorough analyses of complex operating problems. Suggested alternatives are subjected to rigorous evaluation for the degree to which they are supported by available data, their practicality and their likely ease of implementation in the organization. Case situations include issues of production, marketing and financial decision-making and actions are based on information reported within the organization, particularly accounting data. The analytical techniques demonstrated in the case discussions are helpful for students who see their careers as operating managers within any functional area.  
Mary Louise Hatten  
Robert D. Wright

**Mq 375 Systems Management**  
*Prerequisites:* Mq 021 or equivalent  
This course has as its central theme the application of the problem solving and decision-making process to the operating system of any organization. The systems approach relates both principles of analysis



and principles of synthesis to the management activities of planning and control. A generalized input-process-output model of a system is used to integrate the analytic tools available to the operations manager. Thus the use of modern theory and methodology provides the student with the ability to adjust to the specific processing system of any industry or activity, and with the skill to manage the details of any applied technology.

*John E. Van Tassel*

**Mq 384 Applied Statistics (S: 3)**

An introduction to the theory and use of linear statistical models particularly as they are applied to the analysis of data for forecasting and experimental analysis. An elementary statistics course is a prerequisite; an acquaintance with linear algebra and the ability to use a computer are desirable.

*The Department*

**Mq 604 Operations Research (F: 3)**

This course presents the concepts and techniques of optimization with an emphasis on managerial decision making. The majority of topics will be from deterministic methods and include the following: Linear programming, simplex method, sensitivity analysis, duality, goal programming, integer programming, dynamic programming, inventory models, and Markov analysis. A knowledge of basic algebra and statistics is necessary and some familiarity with linear programming and quantitative methods is helpful.

*Cengiz Haksever*

**Mq 605 Simulation Methods (F: 3) or (S: 3)**

An introduction to building computer models of decision making systems. Students will be required to design and program a model of their choice. Specific computer languages used for simulation modeling will be discussed as well as the statistical concepts necessary for constructing such models. Application will be presented from a variety of disciplines.

*Peter Olivieri*

**Mq 606 Forecasting Techniques (F: 3)**

*Prerequisites:* Previous exposure to statistics and an ability to use computing facilities. The planning process is dependent on both forecasting ability and logical decision making. This course focuses on forecasting models of processes that occur in business, economics and the social sciences. The techniques presented include time series models, single equation regression models and multi-equation simulation models. The underlying theory is presented through real cases.

*The Department*

**Mq 608 Cases in Management Science (S: 3)**

*Prerequisites:* A degree of mathematical literacy and the ability to use computing facilities.

This course uses the case study method to show how and in what areas management sciences is being used to help solve business problems. A variety of topics and cases will be presented in order to produce students who can, in their careers as managers, recognize possible MS applications, appreciate the advantages and limitations of MS, and understand and intelligently

employ MS tools. The areas to be covered comprise: (a) Credit Scoring (Discriminant Analysis) (b) Asset Liability Management (Linear Programming) (c) Inventory Management (Statistics) (d) Short Cases in Probability (e) Modeling in General.

*The Department*

## Business Law

### Faculty

**Professor Frank J. Parker, S.J., B.S.,** College of the Holy Cross; J.D., Fordham University Law School; M.Th., Louvain University

**Professor David P. Twomey, B.S., J.D.,** Boston College; M.B.A., University of Massachusetts

**Associate Professor Alfred E. Sutherland,** Chairman of the Department B.S., A.M., J.D., Boston College

**Assistant Professor Scott F. McDermott,** B.A., Colby College; J.D., Boston College

**Assistant Professor Patricia A. Norton,** B.A., Boston College; J.D., New England School of Law

### Course Offerings

**Mj 021 Law I—Introduction to Law and Legal Process (F, S: 3)**

This course is an introduction to law, legal institutions and the legal environment of business involving fundamental principles of justice and ethics. The course includes an examination of the substantive law of contracts and regulations of administrative agencies. Legal aspects of international business are discussed in this increasingly important area.

*The Department*

**Mj 022 Law II—Business Law (F, S: 3)**

*Prerequisite:* Mj 021, Law I

The course examines the Uniform Commercial Code with respect to the law of sales, commercial paper, creditors rights and secured transactions. Partnerships, corporations, bankruptcy, real property, wills, trusts, estates, personal property, bailments and agency are included.

Recommended for Accounting and Marketing students. Required for those taking the C.P.A. Examination in New York.

*Scott McDermott*

*Richard J. Monahan*

*Frank J. Parker, S.J.*

**Mj 147 Constitutional Law (F, S: 3)**

The course involves a study of the United States Constitution, the history and nature of the Court, the power of the respective branches of government and the role of the Court in shaping social, economic and political policy.

*Patricia Norton*

**Mj 148 International Law (F, S: 3)**

The purpose of the course is to provide the student with an understanding of the basic legal relationships among individuals, business enterprises and governments in the world community. The course examines the nature and historical sources of international law, treaties, international or-

ganizations including the United Nations and the European Economic Community, and the rights and duties of diplomatic and consular officials.

*Alfred E. Sutherland*

**Mj 152 Labor Law (F, S: 3)**

Introductory considerations pertaining to organized labor in our society. Examination of the processes for establishing collective bargaining, including representation and bargaining status under the National Labor Relations Act. Class discussion of the leading cases relevant to the legal controls which are applicable to intra-union relationships and the legal limitations on employer and union economic pressures. Students are required to submit a research paper on a current Labor Law topic.

*David P. Twomey*

**Mj 154 Insurance (F, S: 3)**

This course is designed to indicate how insurance is used in modern business and in one's personal life to meet the economic demands made upon the thinking man in our society. One-third of the course deals with life insurance, one-third in property insurance and one-third in liability insurance. It is taught from the point of view of a potential buyer who is trying to solve a given problem, and who realizes that the answer may lie in insurance, mutual funds, etc.

*Vincent Harrington*

*Patricia Norton*

**Mj 156 Real Estate (F, S: 3)**

This course is designed to show the student the opportunities in real estate as an investment, to show how a potential investor should buy, hold and sell real estate and other property. Tax aspects and legal aspects are stressed as well as the how-to-do-it approach. It is compared and contrasted with other investments such as mutual funds, dollar-averaging, etc.

*Richard J. Monahan*

*Frank J. Parker, S.J.*

*Albert T. Sullivan*

**Mj 161 Corporate and S.E.C. Law (F, S: 3)**

The course examines the role of the corporation in modern society and the factors affecting choice of the form of business organization including corporations, partnerships and trusts, corporate governance and the fiduciary obligations of directors and officers. The developing body of federal securities law is explored, including analysis and evaluation of the Securities and Exchange Commission and its regulations. The professional and legal responsibilities of accountants, particularly with regard to financial and registration statements are critically examined.

*Alfred E. Sutherland*

**Mj 625 Law and Policy in International Trade (S: 3)**

The course considers the legal and economic aspects of various international organizations including the World Bank, the International Monetary Fund and the General Agreement on Tariffs and Trade (GATT). The greatly expanded role of the Office of the United States Trade Representative, which under the Multilateral



Trade Act is charged with the responsibility for coordinating trade policy among all governmental departments and agencies, will be examined closely. United States constitutional and administrative law aspects relating to regulation of trade will be analyzed in the economic and political setting of the world community.

Alfred E. Sutherland

**Mj 631 African Business Environment (F: 3)**

Survey of political, economic, physical, legal, cultural, and religious influences which affect the ability of foreign corporations to do business in Africa. North-South dialogue, development questions, nationalization, strategic concerns, economic treaties, and import-export regulations will be examined.

Frank J. Parker, S.J.

**Computer Science**

**Faculty**

- Professor Richard B. Maffei, B.S.,** Massachusetts Institute of Technology; M.B.A., Ph.D., University of Pennsylvania
- Associate Professor Peter G. Clote, B.S.,** Massachusetts Institute of Technology; M.A., Ph.D., Duke University
- Associate Professor Harvey M. Deitel, B.S.,** M.S., Massachusetts Institute of Technology; Ph.D., Boston University
- Associate Professor James Gips, B.S.,** M.I.T.; M.S., Ph.D., Stanford University
- Associate Professor Peter Kugel, Chairman** of Department  
A.B., Colgate University; Ph.D., Harvard University
- Associate Professor Efrem G. Mallach, B.S.E.,** Princeton University; M.B.A., Boston University; Ph.D., Massachusetts Institute of Technology
- Associate Professor C. Peter Olivieri, B.S.B.A., M.B.A.,** Boston College; Ph.D., Columbia University
- Assistant Professor Benjamin Cohen, B.A.,** York University; M.A., University of Western Ontario; Ph.D., Stanford University
- Assistant Professor David Ellerman, B.S.,** M.I.T.; M.A., Ph.D., Boston University
- Assistant Professor William T. Griffith, B.S.,** St. Joseph's College; A.M., Ph.D., Boston College
- Assistant Professor Howard Straubing, A.B.,** University of Michigan; Ph.D., University of California at Berkeley

**Program Description**

The Computer Science curriculum offers students the opportunity to develop their understanding of computers and their ability to use them effectively. Courses are offered at various levels:

1) Introductory courses are available for students who want to learn enough about computers to use them effectively in other courses, in their careers or in their personal lives. Mc 021, Computers for Man-

agement, is the main course that serves this purpose.

2) Introductory programming courses are available for students who want to develop their ability to write computer programs and thus gain a greater mastery and understanding of computers. Mc 350: Programming I and Mc 351: Programming II are the main courses that serve this purpose.

3) Higher level courses are offered for students who plan careers in Computer Science and wish to concentrate or major in the field. Computer Science is also a suitable concentration for people who either want to enter fields that require rigorous thinking (e.g. Law) or fields in which computers play important roles (such as Marketing). Advanced courses also can help students concentrating in other fields either because they fit (for example Mc 456, Artificial Intelligence, fits with psychology) or because they provide job insurance in the event that the student cannot find employment in his or her major field.

The Department offers a *concentration* for students in the School of Management and a *major* for students in the College of Arts and Sciences.

Students in the College of Arts and Sciences may also take the *concentration*. Upon the completion of the (five) courses required for this concentration, they may petition the Dean of the College of Arts and Sciences to have this fact entered onto their transcript. However, students in the College of Arts and Sciences, working toward the concentration, are not counted as concentrators during registration.

Students from the College of Arts and Sciences who wish to major in Computer Science must be accepted to that major. Requirements for the major are described under Computer Science in the Arts and Sciences portion of this catalog.

Students from the School of Education may take a specialization in Computer Science by taking two courses in the Department (Mc 350 and Mc 351). Students from the School of Management who are concentrators in Computer Science and are interested in the use of computers in education may take a *specialization* in Education which requires two additional Education courses (Ed 628 and Ed 666).

Students planning to take some of the more advanced courses should pay attention to the prerequisite structures. For example, a student wanting to take Artificial Intelligence needs LISP which in turn requires Assembly Language which requires Mc 350 and Mc 351. Thus, students planning to take this course should probably take Mc 350 no later than the Spring term of their Sophomore year.

**Courses Required for the Concentration**

- Mc 350 Programming I (Prerequisite: Some programming)
- Mc 351 Programming II (Prerequisite: Mc 350)
- and three out of four of the following:
- Mc 021 Computers for Management (No prerequisite)

- Mc 365 Systems Analysis (Prerequisite: Mc 350)
- Mc 400 Business Systems (Prerequisite: Mc 350)
- Mc 452 Assembly Language (Prerequisite: Mc 350)

Students planning a concentration should probably have completed Mc 350 by the end of their sophomore year. Students planning careers in Computer Science should plan to take at least two additional electives.

**Elective Offerings**

- Mc 404 Machines and Languages
- Mc 410 Database Systems
- Mc 440 Analysis of Algorithms
- Mc 453 Computer Architecture
- Mc 455 LISP and PROLOG
- Mc 456 Artificial Intelligence
- Mc 460 Compilers
- Mc 470 Operating Systems
- Mc 480 Topics in Computer Science
- Mc 490 Robotics
- Mc 670 Technology and Culture

**Course Offerings**

**Mc 021 Computers For Management (F, S: 3)**  
(No prerequisite)  
An introduction to the uses of computers in management. The use of word processors, spread-sheets, file systems, graphics packages. The design of computer systems for management applications. A short introduction to programming in BASIC. (This course may not be taken for credit by anyone who has taken Mc 022, Mt 008 or Mt 063).

The Department

**Mc 299 Independent Study (F, S: 3)**  
Allows students to work on topics of their own choice with a faculty member. A written proposal and the approval of the supervising faculty member are required before registration.

The Department

**Mc 350 Programming I (F, S: 3)**  
*Prerequisite:* Some programming. A high school course is sufficient.  
An introduction to the art and science of computer programming in Pascal.

The Department

**Mc 351 Programming II (F, S: 3)**  
*Prerequisite:* Mc 350  
Develops the student's programming skills and introduces more complex program structures and data structures. Introduces students to some of the basic ideas used in the more advanced courses: machine organization, compilers, operating systems.

The Department

**Mc 365 Systems Analysis (F, S: 3)**  
*Prerequisite:* Mc 350  
The design and implementation of computer systems.

The Department

**Mc 400 Business Systems (F, S: 3)**  
*Prerequisite:* Mc 351  
The use of computers in business with emphasis on the use of files. An introduction to COBOL.

The Department



**Mc 404 Machines and Languages (S: 3)**  
*Prerequisite:* Mc 350

An introduction to the theory of computers and programming languages with an emphasis on the theoretical limits of computers and the ideas used in compilers.

*The Department*

**Mc 410 Database Systems (S: 3)**  
*Prerequisite:* Mc 351

An introduction to the basic concepts used in the design of database systems including storage organization and logical organization, relational models, hierarchical models, network data models, database security, database recovery, database integrity, concurrency control and transaction management.

*The Department*

**Mc 440 Analysis of Algorithms (F: 3)**  
*Prerequisite:* Mc 350

A study of the fundamental algorithms of Computer Science. Analysis of running times, space requirements. Techniques for increasing efficiency. This is not primarily a programming course. Although there will be some slight overlap with the material of Mc 351, this course focuses on the structure and analysis of the algorithms rather than their implementation.

*Peter Clote*

**Mc 452 Assembly Language (F, S: 3)**  
*Prerequisite:* Mc 350

An introduction to computer organization and programming in assembly language. The course will focus on the structure and assembly language of the Apple Macintosh.

*The Department*

**Mc 453 Computer Architecture (S: 3)**  
*Prerequisite:* Mc 350 or permission of the instructor

The structure and organization of computer systems. Design of the central processor and its major components. Vector, array and parallel processors. Peripheral controllers, busses and devices. Data-driven and demand-driven systems. Directions of future technology and trends. This course is considerably more hardware-oriented than Mc 452 and it is not a programming course. It may be taken before, after or with Mc 452.

*Efrem Mallach*

**Mc 455 LISP and PROLOG (F: 3)**  
*Prerequisite:* Mc 351

An introduction to the use of LISP and PROLOG, primarily in Artificial Intelligence applications.

*The Department*

**Mc 456 Artificial Intelligence (S: 3)**  
*Prerequisite:* Mc 350

Programming computers to do things that, when they are done by people, are thought to require intelligence: understand English, play chess, take \$500 and get yourself to Omaha and the like.

*The Department*

**Mc 460 Compilers (F: 3)**  
*Prerequisite:* Mc 452

Compilers are programs that translate programs in a high level language, like Pascal, into Assembly Language or machine lan-

guage. This course introduces some of the main ideas used in compilers. Students write a working compiler.

*The Department*

**Mc 470 Operating Systems (F: 3)**  
*Prerequisite:* Mc 452

This course is an introduction to operating systems that control a computer—allocating resources, controlling access and the like.

*The Department*

**Mc 480 Topics in Computer Science (F, S: 3)**  
*Prerequisite:* Mc 350

An in-depth treatment of an area not covered in the regular curriculum. Topics differ each term the course is offered. In the Fall of 1985, the topics will be Microcomputer Applications Development Laboratory. This course may be taken up to two times for credit.

*The Department*

**Mc 490 Robotics (F: 3)**  
*Prerequisite:* Mc 452

This is a "hands-on" laboratory course in the programming of robots. Topics covered include programming locomotion, steering, moving the arm and hand, voice synthesis, sensory input, planning and control. Students will complete several small assignments and a major project in the Boston College Robotics Laboratory.

*James Gips*

**Mc 670 (Pl 670) (Sc 670) Technology and Culture (S: 3)**

An examination of the philosophical, psychological, social, legal and economic sources, impact and direction of modern technology.

*William Griffith*

**Economics**

The major in Economics provides a critical examination of how the economic system works in the United States and throughout the world. Required courses in micro theory and macro theory build on the analytical foundations developed in Principles of Economics, and electives permit further study in a wide range of fields. Electives include money and banking, economic development, international trade and finance, labor, American economic history, consumer economics, capital theory, econometrics, industrial organization, Soviet economics, comparative systems, political economics, and public finance. The major provides a general background which is useful to those planning careers in law, government service, or business as well as those planning careers as professional economists. The required courses in micro and macro are offered both semesters and may be taken in either order.

Course descriptions for Economics can be found in the Arts and Sciences section of this Bulletin.

**Junior Year**

First Semester

Microeconomic Theory 201 or 203

Second Semester

Macroeconomic Theory 202 or 204

**Senior Year**

First Semester

Economics Elective

Second Semester

Economics Elective

**Finance**

**Faculty**

**Professor Walter T. Greaney, Jr., A.B.,** Boston College; J.D., LL.M., Boston University; A.M., Ph.D., Harvard University

**Professor Mya Maung, A.B.,** Rangoon University; A.M., University of Michigan; Ph.D., Catholic University

**Professor Jerry A. Viscione,** Chairperson of Department B.S., Boston College; M.B.A., A.M., Ph.D., Boston University

**Associate Professor George A. Aragon,** A.B., University of California at Los Angeles; D.B.A., Harvard University

**Associate Professor John G. Preston,** B.A.Sc., University of British Columbia; M.B.A., Western Ontario; D.B.A., Harvard University

**Associate Professor Hassan Tehranian,** B.S., Iranian Institute of Advanced Accounting; M.B.A., Ph.D., University of Alabama

**Assistant Professor Thomas C. Downs,** B.S., Florida State University; M.S., Ph.D., Purdue University

**Assistant Professor Marcia H. Millon,** B.S., Knox College; M.B.A., Ph.D, Indiana University

**Assistant Professor Nickolaos G. Travlos,** B.S., University of Athens, Greece; M.B.A., M.Phil., Ph.D., New York University

**Assistant Professor Ruben C. Trevino,** B.S., M.A., Instituto Tecnologico de Monterrey; M.S., Georgia Institute of Technology; Ph.D., University of Alabama

**Lecturer Ronald A. Porter,** B.S., Worcester Polytechnic Institute; M.S., Tufts University; M.B.A., Boston College

**Program Description**

Financial management involves efficiently managing the flow of funds within an economic entity found in the four categories set forth below. Such management includes methods for the provision of funds and the allocating or investing of these funds on both a short-term and a long-term basis. The manager must be aware of and apply decision-making tools and techniques to the limited resources of the economic entity. Financial management has wide application to all economic entities—households, private business firms, non-profit institutions, and government agencies—all of which must deal with the continual flow of funds. The manager must also be aware of the constraints and economic limitations within which the economic entity must operate. The management problems associated with each of these sectors define areas of finance that are popularly known as personal financial management, corporate financial manage-



ment, not-for-profit financial management, and government or public finance. The Finance Department has designed its courses to prepare the student for competency in the financial managerial role in the four areas set forth below. Because of the School of Management's traditional orientation towards large private firms, corporate financial management is emphasized in the program designed for the concentrators, but the tools, techniques, and analytical processes taught are applicable to all sectors.

The decision-making process within the firm is covered in courses on corporate finance, portfolio analysis, tax factors, and other courses focusing on financial management in specialized sectors such as government, education, or multinational firms. The financial environment in which the manager must operate is covered in courses on financial institutions, financial instruments, and money and capital markets. A balance of both types of courses is required for a concentrator in Finance. In all courses, students are expected to develop and apply the analytical skills involved in identifying problems, proposing and evaluating solutions, and ultimately making a management decision.

Career opportunities in finance are varied, ranging from line management functions to advisory staff positions, and encompass all industrial groups. Although any industrial classification scheme is somewhat arbitrary, it may be useful to identify four general sectors in which the financial manager may find himself.

- Financial Institutions*: they include commercial banks, savings banks, credit unions, and the wide variety of non-bank financial intermediaries such as brokerage houses, insurance companies, pension funds, investment banks, and one-stop providers of such services.
- Manufacturing Firms*: they include privately held and publicly-owned firms large and small that sell goods ranging from standardized products to high technology systems.
- Service Firms*: they include areas directly related to the finance function itself such as public accounting and financial consulting firms, as well as areas which incorporate finance as a necessary function of their operations, i.e., retailing, tourism, or entertainment.
- Not-for-Profit or Government Firms/Agencies*: they include entities providing services in health care, education, social services, the arts, etc.

These sectors share a common denominator in terms of the skills, tasks, and functions involved in the financial management position. Students are encouraged to talk to people active in specific areas of interest in order to gain insights into the unique opportunities and challenges of the specific field. The Finance Department attempts to facilitate such a student-professional interchange through an alumni advisement system which supplements normal faculty advisement.

### The Undergraduate Concentration in Finance

In order to fulfill basic finance concen-

tration requirements, the undergraduate finance concentrator must successfully complete a *minimum* of five finance courses. Of these five courses, three are prescribed and common to all concentrators, while the other two courses allow the student some latitude in selection based upon personal interest or career goals. The student's minimum finance curriculum will be drawn from the following universe of courses.

Prescribed Courses:

1. Basic Finance—Mf 021
2. Financial Analysis and Management—Mf 127  
(Mf 021—Basic Finance—is a prerequisite for this course.)
3. Financial Policy—Mf 225 (Mf 127—Financial Analysis and Management is a prerequisite for this course.)
4. Markets, Instruments and Institutions Group—students select *one* of the offerings within this group. This group consists of the following four offerings:  
 Money and Capital Markets—Mf 132  
 Investments—Mf 151  
 Management of Financial Institutions—Mf 157  
 Commercial Bank Management—Mf 158 (*Prerequisite*: Basic Finance for all)
5. Student-selected departmental elective. This selection may include one of the "Markets, Instruments, and Institutions" courses not previously selected or any of the other electives offered by the Department. Electives include:  
 Portfolio Analysis and Management—Mf 157  
 (prerequisites: Mf 021 and Mf 151)  
 Tax Factors in Business Decisions—Mf 167  
 (prerequisites: Mf 021)  
 Financial Management of Multinational Corporations—Mf 230  
 (prerequisite: 021)  
 Finance Seminar—Mf 205  
 (prerequisites: Mf 021, Mf 127, "Markets, Instruments and Institutions" selection, and instructor's permission)  
 Individual Directed Study—Mf 299  
 (prerequisites: Mf 021, Senior status, permission of faculty member and Department Chairperson)  
 Financial Management of Government and Other Related Public and Private Institutions—Mf 165  
 (prerequisite: Mf 021)

For scheduling purposes, these requirements and their associated prerequisites necessitate the following courses to be taken in sequential order.

- Basic Finance—Mf 021  
 Financial Analysis and Management—Mf 127  
 Financial Policy—Mf 225

The remaining requirements and any additional electives may be taken at any time after the successful completion of Basic Finance—Mf 021 (as long as any other special prerequisites have also been completed.)

### Course Offerings

- Mf 021 Basic Finance (F, S: 3)**  
*Prerequisite*: Ma 021  
 This is a course designed to survey the

areas of corporate financial management, money and capital markets, and financial institutions. Corporate finance topics include the time value of money, the cost of capital, capital budgeting, financial analysis and working capital management. Financial markets and institutions covers the role of financial intermediaries and instruments as they function in a complex economic system. The teaching method will be a combination of lectures, problems, and case discussions.

*Thomas Downs  
 Walter T. Greaney  
 Larry Marino  
 Marcia Millon  
 John G. Preston  
 Hassan Tehranian  
 Ruben Trevino*

#### Mf 127 Financial Analysis and Management (F, S: 3)

*Prerequisite*: Management Core  
 This course is designed to teach the techniques of financial analysis and the management of a firm's sources and uses of funds. Topics treated intensively include financial statement analysis, techniques of financial forecasting, operating and financial leverage, working capital management, capital budgeting, leasing and long term finance. The teaching method will be a combination of lectures, problems and cases.

*Nikolaos Travlos  
 Jerry Viscione*

#### Mf 132 Money and Capital Markets (F, S: 3)

*Prerequisite*: Management Core  
 This course is designed to teach the students the nature, roles and functions of financial markets and other institutions in the context of funds flows. It deals with the process of financial intermediation historically and analytically. In addition, the course covers the theories of interest rate determination and monetary policy as they impact on the performance of financial markets.

*Mya Maung*

#### Mf 151 Investments (F, S: 3)

*Prerequisite*: Management Core  
 The course introduces the student to the process of investing in financial securities. The functioning of financial markets and the analysis of various investment alternatives receive primary attention. Emphasis is placed upon the valuation of stocks, bonds, and other instruments. A written report is usually required.

*George Aragon*

#### Mf 152 Portfolio Analysis and Management (S: 3)

*Prerequisite*: Management Core  
 This course acquaints the student with the conceptual and technical foundations of modern portfolio analysis. The principal emphasis of the course will be the application of analytical tools to the management and evaluation of investment activity in a wide variety of settings, including portfolios of financial institutions, personal investment choices of individuals and asset selection by non-financial corporations. Use of the computer and case method may be required.

*Rubin Trevino*



**Mf 157 Management of Financial Institutions (S: 3)**

*Prerequisite:* Mf 021, Basic Finance

This course is intended to provide the student with an introduction to the management of key financial institutions. The factors that influence the management of these institutions will be examined. Specific topics are flow of funds statements, the effects of interest rate changes, and the cash position and portfolio and loan management for several types of financial firms; such as commercial banks, savings banks, insurance companies, pension funds, mutual funds, credit unions, and investment banks.

*Marcia Millon*

**Mf 158 Commercial Bank Management (F: 3)**

*Prerequisites:* Mf 021, Basic Finance

Detailed analysis of the functional areas of banking including the management of deposits, cash, loans, and other asset accounts. Current problem areas in banking such as liquidity, capital adequacy, and problem loans will be explored, as well as bank investment accounts and their relationship to profitability and liquidity.

*Walter T. Greaney*

**Mf 165 Financial Management of Governments and Other Public Institutions (S: 3)**

This course is concerned with the methods by which federal, State, and local governments and other related public and not-for-profit private institutions finance themselves and deliver their services. An analysis is made of the borrowing and taxing capabilities of the several levels of government. Debt and capital sources of funds for the related institutions are also examined. Thereafter, an in-depth examination is made of the traditional and emerging budgetary processes used to plan and select priorities for expenditures. This is followed by a consideration of the financial management of some of the functions performed by these units. Emphasis is on current areas of public concern.

*Walter T. Greaney*

**Mf 167 Tax Factors in Business Decisions (F, S: 3)**

*Prerequisite:* Management Core

This course examines the impact of the federal, state and local tax structures on the making of business decisions. Corporations, Partnerships, Sole Proprietorships and other business forms are looked at in detail. Specific topics that are covered are income taxes, capital gains and losses, contributions, capital structures, dividend policy, distributions of property, reorganizations, estate and gift taxes, and tax planning. The teaching method will be a combination of lectures, problems, and case discussions.

*Walter T. Greaney*

**Mf 225 Financial Policy (F, S: 3)**

*Prerequisite:* Mf 127

The initial phase (approximately first 40%) of this course extends Mf 127's treatment of a firm's investment, financing, and dividend decisions. Topics treated intensively include the valuation of the firm, risk

analysis in capital budgeting, capital structure theory and policy, and dividends. Although some cases may be employed during this segment, emphasis will be on lectures, readings, and problems. The second phase will deal almost exclusively with cases designed to provide an opportunity to: (1) apply the principles covered during the first segment; (2) integrate the firm's financial decisions; (3) demonstrate the relationship between corporate finance and other subfields of finance; (4) introduce the notion of financial strategy; (5) show the relationship between finance and other management functions.

*George Aragon*

*John Preston*

*Paul Slaggert*

**Mf 230 Financial Management of Multinational Corporations (F, S: 3)**

*Prerequisite:* Management Core

This course is designed to familiarize the student with financial management problems and opportunities in a multinational corporation. Topics such as sources and uses of funds, working capital management, and capital budgeting are all discussed in light of such multinational complexities as foreign exchange risk, multiple legal and political jurisdictions, and differential government and environmental constraints. The financial instruments of trade are also studied. Lecture, class discussion, problems, and cases will be employed.

*Mya Maung*

**Mf 299 Individual Directed Study (F, S: 3)**

*Prerequisites:* Permission of the faculty member and the Department Chairperson to a student of Senior status in the School of Management.

This is an opportunity for students interested in independent study to engage in a one-to-one relationship with a faculty member of the Finance Department. This course is only available to the student who has demonstrated (1) an extremely strong interest in some particular area of Finance, and (2) a strong self-motivation and self-discipline in previous studies. It is required that the student will present the results of research to a faculty group of the Department towards the end of the semester. The permission of the Department Chairperson is to be obtained when the individual faculty member has agreed to direct the student's research project.

*The Department*

## General Management

A brief statement of the purpose of management education might be to improve the levels of management performance in all sectors of society so that man can live a better and safer life and a more self-fulfilling one. Within this broad framework the purpose of the General Management concentration is to provide an avenue for the pursuit of cross-disciplinary studies of management, within the context of an integrated and rigorous curriculum.

Students might decide to choose to con-

centrate in this area for either of the following reasons:

1. A desire to pursue a cross-disciplinary approach to Management.
2. A desire to pursue key management courses in sufficient depth to attain proper coverage of required subject matter generally included in M.B.A. core courses.

For additional information or assistance, contact the General Management Coordinator through the Office of the Undergraduate Dean.

**Courses Required for a Concentration**

*Track A:* Choose two areas. Within each area there is one required course and the option for one elective.

*Track B:* Choose the required course from each of four areas.

**Accounting**

*Required Courses:* Ma 301, Financial Accounting Standards and Theory I; Ma 302, Financial Accounting Standards and Theory II.

*Electives:* None

**Computer Science**

*Required Course:* Mc 350, Programming I.

*Electives:* Mc 351 Programming II; Mc 365 Systems Analysis; Mc 400, Business Systems; Mc 452, Assembly Language.

**Finance**

*Required Course:* Mf 127, Financial Analysis and Management.

*Electives:* Mf 132, Money and Capital Markets; Mf 151, Investments; Mf 159, Management of Commercial Banks and Other Financial Institutions; Mf 167, Tax Factors in Business Decisions; Mf 225, Financial Policy; Mf 230, Financial Management of Multinational Corporations.

**Marketing**

*Required Courses:* Mk 253, Basic Marketing Research; Mk 256, Applied Marketing Management.

*Electives:* Mk 152, Consumer Behavior; Mk 154, Communication and Promotion; Mk 155, Sales Management; Mk 158, Product Planning and Strategy.

**Organization Studies/Human Resources Management**

*Required Course:* Mb 110, Human Resources Management.

*Electives:* Mb 116, Industrial Relations; Mb 119, Interpersonal Communication in Organization; Mb 120, Employment Policy; Mb 123, Management of Conflict and Power; Mb 127, Leadership; Mb 135, Career and Human Resources Planning; Mb 247, Design of Work and Organization; Mb 248, Evolution of Work; Mb 313, Personnel and Organizational Research; Mb 364, Collective Bargaining; Mb 601, Comparative Industrial Relations; Mb 603, Human Consequences of Managerial Control Systems.

**Operations Analysis\***

*Required Course:* Mq 250, Decision Analysis

*Electives:* Mq 370, Operations Analysis; Mq 375, Systems Management; Mq 608, Cases in Management Science.

**Strategic Management\***

*Required Courses:* Md 160, Ethical Issues in Management; Md 390, Small Business Management Strategy.

*Electives:* None.



**Quantitative Analysis\***  
*Required Course:* Mq 250, Decision Analysis.  
*Electives:* Mq 384, Applied Statistics; Mq 604, Operations Research; Mq 605, Simulation Methods.

**\*Students considering these options should discuss particular course selections with appropriate department faculty.**

**Writing Center**

**Mn 011 Effective Writing for Executives (S: 3)**  
This course provides the concepts and tools to make a person's writing and thinking consistently effective in the business, government, and academic worlds. Demonstrated skill, not knowledge alone, is the object of the course. Each class session builds on preceding sessions and includes lecture, discussion, writing, and critiques. An integral part of the course is the weekly writing assignment, which is fully evaluated and returned at the following class session.

**Honors Program**

**Course Offerings**

**Mh 126 Management Communication Skills (S: 3)**  
This is a course designed to teach future managers to speak and write effectively. Students are taught to prepare and deliver various kinds of talks: information briefings, sales presentations, participation in conferences and panels. Writing instruction and practice include the standard business formats: memos, letters, short and long reports. The course stresses clarity, brevity, and logical organization.  
*Daniel McCue*

**Mh 299 Project (F, S: 3)**  
Open to School of Management Honors Program Seniors, or by permission of the Dean and Director. The honors project consists of a project normally done under the direction of a faculty member on any subject of strong interest to the student. The topic and format of the project are mutually agreed upon by the student, advisor and the Director of the Honors Program. The most important criteria of this work is that it be of high academic excellence.

**Marketing**

**Faculty**

**Associate Professor Joseph Gartner, B.S.,** University of Connecticut; M.S., University of New Hampshire; Ph.D., Iowa State University  
**Associate Professor John T. Hasenjaeger, B.S.,** Bradley University; M.S., Southern Illinois University; Ph.D., Syracuse University  
**Associate Professor Raymond F. Keyes, A.B.,** Colby College; M.B.A., Boston College

**Associate Professor Richard P. Nielsen, B.S., M.A.,** University of Pennsylvania; Ph.D., Syracuse University  
**Associate Professor Michael P. Peters, Chairman of the Department B.S., M.B.A.,** Northeastern University; Ph.D., University of Massachusetts  
**Assistant Professor William B. Dodds, B.S., M.S.,** Clarkson College of Technology; Ph.D., Virginia Polytechnic Institute and State University  
**Assistant Professor Frank J. Franzak, B.B.,** Virginia Polytechnic Institute & State University; M.B.A., Ph.D, University of Maryland  
**Assistant Professor Cynthia F. Frey, B.B.A.,** Western Michigan University; M.B.A., Ph.D., University of Michigan  
**Assistant Professor Nicholas Nugent, B.A., M.B.A.,** University of South Florida; Ph.D., Florida State University  
**Assistant Professor Gerrit P. van Nederpelt, B.A., M.B.A., Ph.D.,** Michigan State University  
**Lecturer Eugene Bronstein, A.B.,** Dartmouth College; M.B.A., Harvard University

**Program Description**

Marketing is a system of business activities designed to plan, price, promote and distribute want-satisfying goods and services to present and potential household consumers or industrial users.  
Today most nations, regardless of their stage of economic development or their widely different political philosophies, are recognizing the importance of marketing. However, even though it has world wide applications, marketing has been developed to its highest level in the United States.  
Increased competition, complex government regulations, scarcity of resources, rising costs and inflation will provide significant challenges in the future for marketing managers. As management faces these challenges, the need for broadening and expanding marketing practices to non-profit organizations, hospitals, government agencies, and other industries will be necessitated.

Typical career tracks in marketing are product management, sales, market research, retail management, channel management, advertising and promotion, and international marketing. These career paths encompass a wide range of industries as well as non-profit and government organizations.  
The approach used to study marketing is analytical and experimental. Special projects, case studies, lectures and guest speakers are interwoven within a decision-making framework so that the student is provided with a pragmatic understanding of the major tools and guides required of today's Marketing Manager.

**Courses Required for a Concentration**

Mk 253 Marketing Research  
Mk 256 Applied Marketing Management  
Both required courses should be taken in senior year. Two courses selected from remaining offerings:

- Mk 111 Distribution Channels
- Mk 112 Marketing in Non-Profit Organizations
- Mk 152 Consumer Behavior
- Mk 153 Retail and Wholesale Distribution
- Mk 154 Communication and Promotion
- Mk 155 Sales Management
- Mk 157 Personal Selling
- Mk 158 Product Planning and Strategy
- Mk 160 Merchandise Management
- Mk 299 Individual Study

**Course Offerings**

**Mk 021 Basic Marketing (F, S: 3)**  
This course will present an overview of the full range of activities involved in marketing. Attention will be given to the appraisal and diagnosis, organization and planning, and action and control of all elements of marketing. Specifically, the functions of the product and service mix, distribution mix, communication mix, and pricing mix will be considered.  
*Eugene Bronstein  
William Dodds  
Frank Franzak  
Joseph Gartner  
John T. Hasenjaeger  
Raymond Keyes  
Richard Nielsen  
Nicholas Nugent  
Michael Peters  
Charles van Nederpelt*

**Mk 112 Marketing in Non-Profit Organizations (S: 3)**  
*Prerequisite:* Mk 021  
This course is directed to provide a balanced and well structured treatment of the social issues which face the field of marketing. The social goals and role of marketing are appraised, dealing both with the broad issues and with specific examples and applications. The systems approach to these decision areas is emphasized along with an interdisciplinary view on the application of marketing techniques, both in public agencies and nonprofit institutions. Classic issues such as social efficiency, fair competition, and consumer sovereignty are covered along with the more contemporary issues such as product safety, warranties and service, deceptive selling practices, consumerism, the ghetto consumer, truth in lending, misleading advertising and environment protection problems.  
*John T. Hasenjaeger*

**Mk 152 Consumer Behavior (F, S: 3)**  
*Prerequisite:* Mk 021  
This course is designed to integrate the disciplines of psychology, anthropology, and sociology with marketing to explain, understand and predict consumer decisions. This is achieved by exploring both the theoretical and practical implications of (1) individual behavioral variables such as motivation, learning, perception, personality and attitudes (2) group influences such as family, culture, social class and reference group behavior and (3) consumer decision processes such as cognitive dissonance, brand loyalty and new product adoption and risk reduction.  
*Joseph Gartner  
Nicholas Nugent  
Michael Peters*



**Mk 153 Retail and Wholesale Distribution (F, S: 3)**

*Prerequisite:* Mk 021

Three groups of students may be interested in this course. The first and larger number intends to work in a marketing function of a consumer goods manufacturer. As such this person will be dealing with distribution strategy and retailers of a wide variety. Having a clearer understanding of the way retailers and wholesalers operate will be a major advantage. The second group will actually seek employment after graduation in merchandising or sales supporting functions in a diverse group of retail or wholesale companies. The last group will simply wish a more intense look at distribution problems than that provided by the Basic Marketing prerequisite Mk 021. Many types of stores will be studied such as department stores, discount stores, promotional fashion stores, specialty store groups, home centers, home furnishings outlets, warehouse stores, factory outlets, direct mail marketing, non-store retailing and the new electronic cable tv at home retailing. A variety of wholesale institutions will also be studied. Subjects such as retail consumer behavior, the retail environment, retail human resource management, store location, buying and merchandising, retail pricing promotion and financial control will be covered. The course is conducted on a discussion basis with text and outside readings, case analysis and discussion, several speakers from industry, store visits and a major paper. Internships are also available. Open to non-School of Management students meeting requirements.

*Eugene Bronstein*

**Mk 154 Communication and Promotion (F, S: 3)**

*Prerequisite:* Mk 021

This course provides exposure to the communication function in the marketing mix. The focus of the course is on developing communication strategy from the perspective of an agency account executive or client advertising manager. The course pedagogy parallels the way a campaign might be developed at a major agency: thorough study of consumer buying motivations, competitive positioning and copy analysis, communication objectives, creative strategy, media planning, and program evaluation. Attention is also given to international advertising, legal issues in advertising, sales promotion, and campaigns directed to ethnic minority market segments. While this course is primarily directed to the needs of marketing majors, it is a suitable elective for other management and communications students. A major campaign project is required.

*Cynthia Frey*

**Mk 155 Sales Management (S: 3)**

*Prerequisite:* Mk 021

Sales Management: the planning, direction, and control of selling activities, including the recruiting, selection, training, supervision, and compensation of the sales force, establishment of goals and measuring performance; coordinating sales activities with advertising and special forms of

promotion and other departments of business; and providing aids for distributors.

*John T. Hasenjaeger*

**Mk 157 Personal Selling (F, S: 3)**

*Prerequisite:* Mk 021

This course is an introduction to the most significant promotional force of all—personal selling. Both principles and techniques of selling will be covered. Although no magic formulas, recipes, etc., will be provided, it will cover in some detail the programs and practices developed by successful salespersons. This course is suitable for students whose main interest is marketing, for those who train salespersons, and for those who look forward to selling careers with established firms or on their own.

*Frank Ladwig  
Bert Mendelson*

**Mk 158 Product Planning and Strategy (S: 3)**

*Prerequisite:* Mk 021

With the growing concern over the success of new products an intense effort is being employed by marketers to establish more effective new product development and management strategies. Using lectures and case studies this course will focus on the process of conceiving new products, developing an effective organization and designing and implementing effective marketing strategies and policies over the course of the product life cycle. Class material will provide the student with insight in new product development across a wide variety of industries.

*Michael Peters*

**Mk 160 Merchandise Management (S: 3)**

*Prerequisites:* Mk 021; Mk 153

This course is for students who have acquired a basic knowledge of retailing through substantial work experience or by taking Mk 153 or both. It is clearly for those who either have an interest in a retail merchandising career or for those future marketing executives who will be dealing closely with retail merchandising executives. Subject matter covered will be the buying function, locating and choosing vendors, preparing buying plans, negotiating, vendor analysis, managing incoming merchandise and data movement, buying mathematics, pricing, the merchandise budget, purchase planning, open-to-buy, and merchandise and operating reports and analysis. Several retail merchants will speak to the class. There will be visits to local stores, internships will be available. Students finishing this course successfully will be ready for senior assistant buyer responsibilities in retail stores.

*Eugene Bronstein*

**Mk 253 Basic Marketing Research (F, S: 3)**

*Prerequisite:* Mk 021

This course covers the fundamentals of scientific investigation in solving marketing problems. Each step is outlined and carefully presented—from the initial planning and investigation to the final conclusion and recommendation phase. This procedure requires a working knowledge of both quantitative and qualitative analysis and seeks to equip students with the cor-

rect methodology for solving marketing problems. This course is for seniors only.

*Frank Franzak  
John T. Hasenjaeger  
Nicholas Nugent*

**Mk 256 Applied Marketing Management (F, S: 3)**

*Prerequisite:* Mk 021

In this course, students are exposed to realistic marketing problems and situations. Case studies and live examples provide the opportunity for marketing concepts and tools to be applied in practice. The point of view taken is that of a marketing manager responsible for planning, analysis, execution and control of a complete marketing program. Within this overall framework of marketing strategy, students are encouraged to apply the analytical approach to problem solving, as the basis for making sound decisions. This course is for seniors only.

*Eugene Bronstein  
Cynthia Frey  
Raymond Keyes  
Richard Nielsen*

**Mk 299 Individual Study (F, S: 3)**

An individual study course offered by the department requiring permission of the Chairperson.

## Organization Studies— Human Resources Management

### Faculty

**Associate Professor Jean M. Bartunek**, R.S.C.J., A.B., Maryville College; A.M., Ph.D., University of Illinois at Chicago

**Associate Professor James L. Bowditch**, A.B., Yale University; A.M., Western Michigan University; Ph.D., Purdue University

**Associate Professor Dalmar Fisher**, B.S., Northwestern University; M.B.A., Boston College; D.B.A., Harvard University

**Associate Professor Judith Gordon**, A.B., Brandeis University; M.Ed., Boston University; Ph.D., Massachusetts Institute of Technology

**Associate Professor John W. Lewis, III**, Chairman of the Department A.B., Ohio Wesleyan University; Ph.D., Case Western Reserve University

**Assistant Professor Robert J. Thomas**, B.A., University of California at Santa Cruz; M.A., Ph.D., Northwestern University

### Program Description

There is a growing need for knowledge and skills relating to the management of human resources within organizations in every sector of our society. The Human Resources Management curriculum has applications in organizations of any type: industrial, educational, government, health care, financial institutions, and the like. The program is designed to meet the needs of a variety of students, including: (a) those who wish to concentrate in Per-



sonnel or in Industrial Relations and ultimately assume career positions in these fields; (b) those who wish to become better managers through an increased awareness of personnel management systems, individual and interpersonal effectiveness, organizational improvement, and related organizational issues; and (c) those who wish to go on to graduate study in Human Resources, Industrial Relations, Law, Management, and related fields.

For those who wish to concentrate in Human Resources Management, there are two options, Personnel Management and Industrial Relations. In both cases, the concentration is completed by taking four courses beyond what is required in the School of Management common body of knowledge, which includes Mb 021 Organizational Behavior. Both options require Mb 110 Human Resources Management as a first course in the concentration.

**The Personnel Management Option**

The Personnel Management Option addresses those human resources issues facing the organization regarding recruitment and selection of personnel, integrating employees into the organization, developing managerial and employee potential, and maintaining and improving the effectiveness of the work force. Such functions as staffing, training, job and organization design, management development, benefit programs, manpower forecasting and planning, and the diagnosis and remedy of organizational problems are covered. The Personnel Management Option prepares persons for entry level positions leading toward upper level positions in personnel administration, human relations, and organization development.

**The Industrial Relations Option**

The Industrial Relations Option stresses the human resource issues facing the organization which emerge from the wider society. The focus is on the study of the worker who belongs both to the labor force internal to the organization and to the labor force external to the organization. This collective view involves the study of current laws, regulations and institutions which shape the ways in which people interact with the organization; the study of how the internal market is structured and how workers organize to obtain more favorable terms of employment; and the processes by which workers move in and out of the labor market. This Option prepares persons for entry level positions such as manager of industrial relations and director of manpower planning.

**Courses Required for a Concentration**

- Mb 021 Organizational Behavior (required course)
- Mb 110 Human Resources Management (Requires Mb 021 or permission of Dept.) (Required for all

concentrators in Human Resources Management) (All courses require Mb 021 as prerequisite except Mb 119 and Mb 135)

**Personnel Management Option**

- Mb 313 Personnel and Organizational Research (Required for Personnel Management Option, usually after 1 or more electives)

**Industrial Relations Option**

- Mb 116 Industrial Relations (Required for Industrial Relations Option)

**Electives**

- Mb 119 Interpersonal Communication in Organizations
- Mb 120 Employment Policy\*\*
- Mb 123 Management of Conflict and Power\*
- Mb 127 Leadership\*
- Mb 135 Career and Human Resource Planning\*
- Mj 152 Labor Law\*\*
- Mb 247 Design of Work and Organizations\*
- Ec 340 Labor Economics\*\*
- Mb 364 Collective Bargaining\*\*
- Mb 601 Comparative Industrial Relations (permission of instructor)
- Mb 606 Topics in Personnel and Industrial Psychology
- Mb 648 Evolution of Work\*\*

Notes:

\*Mb 119, Mb 123, Mb 127, Mb 135, Mb 247, recommended for Personnel Management Option

\*\*Mb 120, Mj 152, Ec 340, Mb 364 recommended for Industrial Relations Option

Mb 116 and Mb 313 may also be taken as electives.

**Course Offerings**

**Mb 021 Organizational Behavior (F, S: 3)** Organizations do not behave—people within them do. As an introduction to the study of human behavior in organizations, this course aims at increasing the student's awareness and understanding of individual, interpersonal, group and organizational events as well as increasing ability to explain and influence such events. The course deals with a body of concepts which are applicable to institutions of any type. A central thrust of these concepts concerns the ways in which institutions can become more adaptive and change oriented. The course is designed to help the student understand and influence the human groups and organizations to which he or she currently belongs and with which he or she will become involved in a later career.

Selected in-class situational exercises, cases, readings, and organizational simulations are used to amplify the central concepts in the areas of individual, group and inter-group behavior in organizations as well as organizational design, development and change.

*The Department*

**Mb 110 Human Resources Management (F, S: 3)**

*Prerequisite:* Mb 021

This course examines the functions, processes, tools and techniques of human resources management. These will be looked at both as a set of responsibilities shared by managers in general and as the primary functions of a Human Resources Department. Functional areas included are: HR planning and staffing, appraisal and development of people at all levels, compensation and benefit systems, labor-management relations, and legal issues.

Various teaching/learning methods will be used including lectures, case discussions, in-class simulations and field projects. Attendance at a professional association dinner meeting and a labor union meeting may be expected. Students will gain experience in using a variety of HRM tools and systems.

*The Department*

**Mb 116 Industrial Relations (F: 3)**

*Prerequisites:* Mb 021, Mb 110

This course provides an introduction to the key elements of the industrial relations system, the institutions, economic factors and public policy, and the ways in which they interact. The organization of the labor market within the firm, the industry, occupations and the economy is explained. Theories of labor market operation are examined with reference to employer policies, collective bargaining and relevant public policies. The implications of current issues, including affirmative action, inflation, productivity, unemployment and increasing international competition will be briefly reviewed, providing a basis for further exploration in elective courses.

*Robert J. Thomas*

**Mb 119 Interpersonal Communication in Organizations (F: 3)**

Managerial action takes place in one-to-one and small group situations. This course will aim to increase students' personal and conceptual understanding of factors most relevant to managers in task-oriented communication settings. Topics will include interpersonal relationships, uses and mis-uses of language, group process diagnosis, nonverbal communication, and helping/counseling. Lectures, readings and case discussions will be combined with in-class exercises where major learning material will be generated by participants themselves.

*Dalmar Fisher*

**Mb 123 The Management of Conflict and Power (F: 3)**

This course provides students with an awareness of organizational conflict and power, especially as these processes arise during the course decision-making. Topics discussed include causes and processes of organizational conflict, methods of achieving power in organizations, machiavellianism, different power strategies and their effects, and coalition formation. The course focuses on strategies of ethical and effective conflict management and power distribution.

*Jean Bartunek*



**Mb 127 Leadership (S: 3)**

*Prerequisite:* Mb 021

This course is designed to acquaint the undergraduate student with the work of first level supervisors and managers within varied organizational settings, viewed from the perspective of the incumbent in such roles. To augment in-class learning, each student will undertake a longitudinal study of a manager in action which he or she will arrange for individually. Contemporary theories and empirical research on the practice of leadership will be examined and their implications explored. In-depth case studies of recognized leaders will be examined in the light of theory and research findings.

The student's own leadership and interpersonal styles will be assessed utilizing instruments of various kinds. Situations will be created within the class to gauge the feel and impact of particular styles in action. Emphasis will be on behavioral strategies which lead toward either effective or ineffective leader performance.

*The Department*

**Mb 247 The Design of Work and Organizations (F: 3)**

*Prerequisite:* Mb 021

Organizations have experienced significant changes in technology, environment, and personnel in the last decade. These changes have caused organizations to seek new ways of performing work tasks and of organizing their human resources. This course is designed to 1) consider various ways of organizing work tasks and the variables that influence such design, 2) describe various organizational structures and the contingencies influencing their effectiveness, and 3) discuss the role of human resource professionals in designing work and organizations. Course material will be presented using a variety of methods: lecture, discussion, case analysis, and class problems.

*Robert J. Thomas*

**Mb 299 Independent Study (F, S: 3)**

*Prerequisite:* Senior standing, consent of Department Chair. The student works under the direction of an individual professor.

By arrangement.

*The Department*

**Mb 313 Personnel & Organizational Research (S: 3)**

*Prerequisites:* Mb 021 & Mb 110

This course introduces students to research methods used in human resources management, organizational behavior, and organization development. It focuses on ways research can form an integral part of an organizational or human resources change project, as well as on research methodologies appropriate for evaluating such projects. Practice in conducting research in organizational settings is provided.

*James Bowditch*

**Mb 364 Collective Bargaining (F: 3)**

*Prerequisites:* Mb 110

Collective Bargaining is not only a process but an institution. From the former perspective, it involves the negotiation between representatives of organized

workers and their employer(s) to determine wages, hours, rules, and working conditions. Collective bargaining also refers, however, to an institutional structure, represented by the idea of negotiation, dealing with the overall management of human resources in both private-sector and public-sector organizations.

This course is designed to provide students with an introduction to both the processes as well as the institutional framework of collective bargaining.

*Joseph A. Raelin*

**Mb 601 Comparative Industrial Relations (S: 3)**

*Prerequisites:* Mb 116 or Mb 364

This course examines the industrial relations systems of selected European, Scandinavian and Third World countries with respect to the dominant characteristics of their collective bargaining institutions, and the public policy framework and economic context within which they operate. Comparisons and contrasts with the United States focus on differences in the social, economic and political contexts and their significance for the organization and policies of American collective bargaining institutions. The approach combines historical, social and economic analysis in a brief review of the origins of the labor movement in each country with collective bargaining case studies, discussed in the context of the current industrial relations environment.

*Robert J. Thomas*

**Mb 606 Topics in Personnel and Industrial Psychology (F: 3)**

*Prerequisites:* Mb 021 and Mb 110 or an undergraduate course in psychology, at least an undergraduate course in statistics, or consent of instructor. For M.B.A. students, this course would normally follow Mb 709 and Mb 710, Human Resources Management; for undergraduates it would follow Mb 110.

Personnel and Industrial Psychology takes the prospective manager through a detailed coverage of current topics related to the field. With the increasing number of equal opportunity court cases and affirmative action rules, managers should know how to forecast success on the job through psychological tests and how to conduct organizational training and career development. Students will analyze live test data to see if they actually predict success on the job, and will also develop training programs.

*James L. Bowditch*











## School of Nursing

Boston College inaugurated the School of Nursing in response to the need for a Catholic collegiate school of nursing in the Greater Boston area. With the cooperation of His Excellency, Most Reverend Richard J. Cushing, Archbishop of Boston, a program was offered in February, 1947 leading to the degree of Bachelor of Science in Nursing or Nursing Education to Registered Nurses. In September, 1952, this program was limited to courses leading to the degree of Bachelor of Science in Nursing. In September, 1947, a basic collegiate program of five years leading to a diploma in nursing and the degree of Bachelor of Science was introduced for high school graduates. Beginning in September, 1950, a four calendar-year basic collegiate program was initiated, and in 1957 this was shortened to four academic years.

In the spring of 1960 the School of Nursing moved to the University campus and occupies its own building, the gift of His Eminence Richard Cardinal Cushing.

## Philosophy and Objectives

Boston College School of Nursing accepts and functions within the humanist philosophy developed over the centuries by the Christian community while laying particular stress on the manner in which this has been articulated by the Catholic tradition. In so doing, it reflects the basic premises of the institution whose name it bears, a Jesuit university committed to excellence in scholarship and service. Employing empirical, rational and religious data, this School of Nursing views the human person in a holistic manner as a unique individual possessing material, social and transcendent dimensions. Accordingly, the educational system which it follows emphasizes the common intellectual heritage transmitted by the liberal arts including theology; its pursuit of knowledge takes place within a milieu of academic freedom which encourages an ever growing and more precise understanding of human dignity; and its philosophical-theological positions are translated into action through sensitivity to the needs and concerns of the entire community.

The study of nursing is based upon the student's knowledge of the liberal arts and sciences and the development of nursing knowledge which is rooted in the bio-physical, philosophical, theological and psychosocial sciences. Accordingly, students study the accumulated knowledge of the person and the universe along with other students at the University. Foremost among the outcomes of this scholarship is the realization that basic values of Judeo-Christian humanism operate amidst the ongoing dynamics of life. Another outcome is the participation of students in the utilization and creation of knowledge and its meaning. Students are able to make a commitment to humanity, based on enduring values which support the worth of each individual.

The practice of professional nursing is the systematic diagnosis and treatment of

the client's responses to actual or potential health problems. Through the nursing process the nurse assists the client in promoting, maintaining and restoring health toward fulfillment of the client's desired developmental potential in a meaningful life. Active, continuous participation of the client in this process is encouraged with recognition of the dignity and self-determination of each individual. The goal of nursing is the optimal level of functioning of individuals, families, groups and communities. Nursing strategies are developed through the investigation of many models of nursing intervention derived from practice, education and research.

The graduate of the baccalaureate program fulfills these responsibilities through the general practice of professional nursing by the use of the direct care activities in collaboration with others in a variety of health care settings. The graduate of the master's program, in addition to giving specialized direct care, provides leadership in the development of nursing. Through complex decision-making processes, indirect services such as staff development, consultation, middle management, and participation in research, the clinical nurse specialist improves the quality of nursing practice.

The educational environment encourages individuals to think critically, communicate effectively, act responsibly and to develop as creative and productive members of society. The spirit of inquiry, founded in the philosophical and scientific methods, provides a base for nursing practice, education and research. The learner is viewed within the spirit of Christian humanism, and is capable of self-direction and self-assertion. Within this framework the learner actively participates in planning educational experiences which foster self-discipline, responsibility and growth. Each student brings a variety of life experiences to the learning environment. Individual goals and interests must be recognized as an essential component of the educational process.

The faculty is responsible for structuring a learning environment which allows for the pursuit of knowledge and the acquisition of skills to achieve personal and professional goals. Each faculty member serves as a facilitator of learning by providing knowledge, stimulating creativity and independent thinking, guiding learning experiences and serving as a role model and professional resource. In addition, faculty provide opportunities for students to participate in curriculum development by encouraging students to question and challenge ideas, assume leadership roles and offer recommendations on issues that affect academic life.

The faculty believe that education in nursing is dynamic and lifelong, involving a continuous search for new and/or expanded use of professional knowledge through clinical practice, continuing education, and research. Advanced educational preparation in nursing at the master's and doctoral level is a means by which personal and professional goals can be actualized.

The purposes of the School are to offer programs of excellence in undergraduate, graduate, and continuing education.

The graduate of the undergraduate program will:

1. demonstrate a personal philosophy of nursing practice;
2. synthesize theoretical and empirical knowledge from the liberal arts;
3. use nursing process as a basis for practice by
  - a) assessing health status,
  - b) formulating a nursing diagnosis and/or health problem,
  - c) planning health care outcomes and nursing care,
  - d) providing therapeutic nursing interventions,
  - e) evaluating outcomes of nursing process and modifying practice accordingly;
4. collaborate with colleagues/consumers to promote the health and welfare of people;
5. utilize leadership skills to meet health needs;
6. address social issues which have implications for the health of society;
7. promote needed change in systems of health care to insure optimal health for each person;
8. demonstrate responsibility for continued personal and professional growth.

The curriculum integrates the nursing process with the conceptual framework of preventive intervention: primary, secondary, and tertiary preventive intervention. This framework is utilized in caring for individuals and groups at all developmental levels.

Primary preventive intervention is defined as the use of the nursing process focusing on the prevention of health problems. The student will have the knowledge, skills, and attitudes needed to differentiate health from illness, to recognize those behaviors indicative of potential illness, and to implement nursing interventions that promote health.

Secondary preventive intervention is defined as the use of the nursing process focusing on adaptation during acute health problems. The student will have the knowledge, skills, and attitudes needed to identify acute health problems and the ability to implement nursing interventions.

Tertiary preventive intervention is defined as the use of the nursing process focusing on adaptation during chronic health problems. The student will have the knowledge, skills, and attitudes needed to promote restoration of optimal health and function.

## Requirements for the Degree\*

The program combines liberal arts studies with professional nursing courses and clinical experience. It is a four-year program leading to the degree of Bachelor of Science with a major in nursing. A total of 120 credits are required for graduation.

Liberal arts subjects are emphasized in the first and most of the second years. During the third and fourth years, the student spends approximately two or three days each week gaining clinical experience at the various cooperative hospitals and agencies. The remainder of the week the student attends classes on the main univer-



sity campus. The faculty of the School of Nursing is responsible for all instruction in nursing, both theory and practice. The faculty of the appropriate university departments conduct classes in the liberal arts subjects.

The following University Core requirements (36 credits) are to be fulfilled by all nursing students:

- 2 courses in Theology (one must be Th 295)
- 2 courses in Philosophy
- 2 courses in Social Science (Psychology and Sociology)
- 2 courses in European History
- 2 courses in Natural Sciences
- 2 courses in English

It is suggested that the history, philosophy, and English Core requirements be taken in the freshman year since they are two-semester courses. A minimum of 120 credits is required.

*\*The School of Nursing reserves the right to alter any program or policy outlined in this Bulletin.*

Curriculum Plan 1

Freshman Year

	Credits
Semester I	
Ch 131, 133—Contemporary Chemistry I	4
Bi 130, 131—Anatomy & Physiology I	4
Core <sup>2</sup>	3
Core	3
Semester II	
Ch 132, 134—Contemporary Chemistry II	4
Bi 132, 133—Anatomy & Physiology II	4
Core	3
Core	3
Core <sup>3</sup>	3

Sophomore Year<sup>4</sup>

	Credits
Semester I	
Bi 220, 221—Microbiology	3
Core	3
Core	3
Core	3
Semester II	
Nu 072—Scope of Human Development	3
Nu 080—Pathophysiology	3
Nu 214—Introduction to Nursing Research	3
Elective <sup>5</sup>	3
Elective	3

Junior Year

	Credits
Semester I	
Nu 131—Primary Preventive Intervention	4
Nu 135—Nursing Methodology	5
Nu 201—Secondary Preventive Intervention I	6
Semester II	
Nu 202—Secondary Preventive Intervention II	5
Nu 203—Secondary Preventive Intervention III	5
Nu 205—Pharmacotherapeutics	2
Elective	3

Senior Year

Semester I	Credits
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Nu 208—Secondary Preventive Intervention IV	6
Nu 207—Perspectives on Professional Nursing	3
Theology Core: Th 295—Christian Ethics for Health Care Professions	3
Elective	3
Semester II	
Nu 209—Secondary Preventive Intervention V	5
Nu 220—Tertiary Preventive Intervention	6
Elective	3

<sup>1</sup> The basic curriculum design may be subject to modification and revision from time to time.

<sup>2</sup> It is strongly recommended that students finish history, philosophy, and English Core requirements as early as possible.

<sup>3</sup> Psychology and sociology must be taken as a social science Core. Sociology must be completed prior to enrollment in Nu 131 and Nu 135, and an abnormal psychology course must be taken prior to enrollment in Nu 209.

<sup>4</sup> One-half of student enrollment will start the clinical nursing sequence during the Spring Semester of the sophomore year; the remaining half of student enrollment will start the nursing sequence during the Fall Semester of the junior year.

<sup>5</sup> Only one nursing elective is permitted for degree credit.

Registered Nurse Candidates

Registered nurses who wish to obtain a baccalaureate degree may apply for admission to the Admissions Office of Boston College. Applicants must be graduates of or in the final year of a diploma or associate degree program offered by a state-approved school of nursing. No application can be processed by the Admissions Committee and given final review until all of the following information has been submitted on official Boston College forms:

1. The preliminary application
2. Personal data form
3. High school transcripts
4. An official transcript from a school of nursing
5. An official transcript of courses completed at a college or university if applicable
6. Two letters of recommendation: one academic and one from an employer or clinical supervisor
7. Evidence of physical exam, completed by the applicant's physician, upon admission.

Registered nurse students are accepted only for September admission. Although May 15 is the application deadline, applicants are encouraged to complete admission activities as early as possible as exemption examinations begin in June. While full-time study by R.N. students is encouraged, part-time study is possible.

Registered nurses may transfer credit to Boston College from other accredited colleges and universities. Credit will be accepted for courses in which a grade of C– or above was attained and which are equivalent to those offered at Boston College. Credit received for specific nursing

courses is not transferable. No more than sixty (60) credits are accepted for transfer. Once admitted to the School of Nursing, registered nurse students may take exemption examinations in the following courses and receive the designated course credit if a passing mark is achieved. These examinations are offered in: Anatomy and Physiology, Chemistry, Microbiology, and in several selected nursing courses. Specific information regarding examinations is provided upon admission. Registered nurse candidates may receive partial credit for designated nursing courses through the placement process. A Massachusetts Registered Nurse license is a prerequisite to enrollment in any course with a clinical component. In addition, all registered nurse students are required to obtain personal malpractice insurance during clinical semesters. For complete information please refer to the Boston College School of Nursing brochure describing the plan for the R.N. student.

Transfer into School of Nursing

Individuals with a variety of backgrounds may be accepted as transfer students into the School of Nursing.

Boston College students presently in the College of Arts and Sciences, School of Management and School of Education may apply for internal transfer. Applications for internal transfer may be obtained in the Dean's Office, School of Nursing.

Students from other colleges or universities with college credits and individuals who already hold a baccalaureate degree in another field (B.A./B.S. students) may apply to Boston College's Office of Transfer Admissions in Lyons Hall.

Academic Regulations

Academic Standards

The standing of a student is determined by a weighted semester average. At the conclusion of each semester each student's record is reviewed.

A student must achieve a minimum grade of D– in all courses and a cumulative average of at least C– in nursing courses, as well as an overall cumulative average of C– in order to remain enrolled in the nursing program. A student may repeat any nursing course only once at which time he or she must achieve the minimum acceptable grade as stated above. Because theory and practice are closely related, a student who fails either component of a nursing course must repeat both of them simultaneously.

In addition, a student must have passed at least the equivalent of 8 courses by the end of the first year, the equivalent of 18 courses by the end of the second year, and the equivalent of 28 courses by the end of the third year.

A student who fails to demonstrate performance consistent with professional nursing will be subject to review and to possible dismissal by the faculty of the School of Nursing.

Students must be enrolled in the required nursing curriculum plan in order to remain in the School of Nursing.



Normal Student Load

Students registered for twelve semester-hours credit are considered full-time students. Students carrying more than seventeen credits in a semester may be charged for a course overload. Usually fifteen credits are carried each semester.

In a nursing course, one semester credit in a lecture course represents one hour of class per week per semester. One semester credit in a clinical laboratory nursing course represents three hours of clinical experience per week per semester.

Class Attendance

As part of their responsibility in their college experience, students are expected to attend courses regularly. Students who are absent from class or clinical laboratory will be evaluated by faculty responsible for the course to ascertain their ability to achieve the course objectives and to decide their ability to continue in the course.

A student who is absent from a class is responsible for the class content as well as any announcements and assignments made. If a student is absent from a scheduled or previously announced examination, it is the prerogative of the faculty to determine whether or not a make-up examination will be given. There is a charge of \$20.00 for the administration of a make-up examination. Under ordinary circumstances arrangements for make-up examinations must be made within one week of the student's return to school.

In relation to clinical laboratory experience, it is the responsibility of the student to notify the instructor and/or the clinical agency if the student will be late or absent. Absences from the clinical laboratory will be reviewed by faculty for appropriate action. When a student is absent because of illness, a statement from a physician may be required before the student will be permitted to return to clinical courses. If it is necessary for a student to make up clinical time, a tutorial fee may be required.

In cases of anticipated prolonged absence for illness or injury, the student or family member should contact the Dean of Students and the Dean of the School of Nursing so that academic and other necessary arrangements can be made.

IN ALL COURSES WITH NURSING NUMBERS, REQUIREMENTS FOR ATTENDANCE AT CLASS AND IN CLINICAL PRACTICE ARE THE PREROGATIVE OF THE INSTRUCTOR IN THAT COURSE.

Academic Integrity

Nursing students are expected to have high standards of integrity in both the academic and clinical settings. Students who misrepresent their work in papers, examinations, or clinical experience, as a minimum, will receive no credit for the course requirement involved. In addition, a written statement of the incident will be placed in their file, and they will be subject to dismissal from the School of Nursing.

Degree with Honors

Latin honors accompanying the degrees of Bachelor of Arts and Bachelor of Science are awarded on a percentage basis.

The degree will be awarded Summa cum Laude to the top 4.5% of the graduating class, Magna cum Laude to the next 9.5% and Cum Laude to the next 15%.

Special Academic Programs

Continuing Education Opportunities

Through the Continuing Education Unit of the School of Nursing, a variety of short-term courses and workshops are offered throughout the academic year to registered nurses. These offerings are not part of formal degree programs but are designed to assist the nurse in maintaining professional knowledge and skills.

Details about these offerings can be obtained from the Director of the Continuing Education Unit of the School of Nursing.

General Information

Academic Grievances

Any student who believes he or she has been treated unfairly in academic matters should consult with the Chairperson of the Undergraduate Program or the Dean to discuss the situation and/or to obtain information about relevant appeal procedures.

Physical Examinations

All undergraduate students in the School of Nursing are required to have a complete physical examination, including tine test and/or chest x-ray and rubella titre prior to admission. Also, evidences of screening for tuberculosis must be submitted by August 15, prior to the beginning of each academic year, to the Director of Health Services. Additional physical examinations and/or other health data may be required by the School of Nursing.

Financial Information

Boston College is not an endowed institution. Therefore, it is normally dependent for support and development on the fees paid for tuition and other collegiate requirements.

School of Nursing students pay the same tuition, fees and board and room costs as other college enrollees. In addition nursing students have the following expenses:

Annual Malpractice Insurance	\$ 15.00
(payable Fall Semester of junior and senior years and Spring Semester for sophomores enrolled in Primary Preventive Intervention)	
Regulation School of Nursing Uniforms	100.00
(payable Fall Semester of sophomore year)	
Standardized Examination Fees	10.00

Transportation to Clinical Agencies

Experiences in a wide variety of hospitals, clinics and other health-related agencies are a vital part of the nursing program. The facilities utilized for these experiences are located in Boston and neighboring areas. Students are responsible

for providing for their own transportation to and from those facilities.

Cooperating Hospitals and Agencies

Students in the baccalaureate nursing program have planned learning experiences in a number of cooperating hospitals and community agencies. These resources include:

Arbour Hospital, Belmont-Watertown Community Health Association, Beth Israel Hospital, Brigham and Women's Hospital, Cambridge Hospital, Children's Hospital, Choate-Symmes Health Service, Inc., Glover Memorial Hospital, Kennedy Memorial Hospital, Massachusetts General Hospital, Massachusetts Mental Health Center, McLean Hospital, Mount Auburn Hospital, New England Rehabilitation Hospital, New England Sinai Hospital, Newton-Wellesley Visiting Nurse Association, Sancta Maria Hospital, St. Elizabeth Hospital, St. Margaret Hospital, Visiting Nurse Associates of Dedham, Visiting Nurse Association of Middlesex East, Visiting Nurse Association of South Middlesex, Westwood Lodge.

Faculty

- Professor Laurel A. Eisenhauer, B.S.,** Boston College; M.S., University of Pennsylvania; Ph.D., Boston College
- Professor Marjory Gordon, B.S.,** Hunter College, CCNY; M.S., Ph.D., Boston College
- Professor Joellen W. Hawkins, B.S.N.,** Oberlin College; M.S., Ph.D., Boston College
- Professor Miriam-Gayle Wardle, B.S.,** University of Pittsburgh; M.S., Boston University; Ph.D., North Carolina State University
- Associate Professor Sarah Cimino, B.S.,** California State College, L.A.; M.S., Boston College
- Associate Professor Mary Ellen Doona, B.S.,** M.S., Boston College; Ed. D., Boston University
- Associate Professor Joyce Dwyer, B.S.,** M.S., Boston College; M.P.H., Harvard University
- Associate Professor Nancy Fairchild, B.S.,** Boston University; M.S., University of Rochester
- Associate Professor Nancy J. Gaspard, B.S.,** Boston University; M.Ed., University of Florida; M.P.H., University of California (L.A.); Dr. P.H., University of California (L.A.),
- Associate Professor Patricia B. Harrington, B.S.,** University of Massachusetts; M.Ed., Boston University
- Associate Professor Carol Hartman, B.S.,** A.M., University of California (L.A.); D.N.Sc., Boston University
- Associate Professor L. Marion Heath, B.S.,** M.S., Boston University
- Associate Professor Loretta P. Higgins, B.S.,** M.S., Boston College
- Associate Professor June A. Horowitz, B.S.,** Boston College; M.S., Rutgers University; Ph.D., New York University
- Associate Professor Bernadette P. Hungler,**



B.S., Georgetown University; M.S. Boston College; A.M., Northeastern University

**Associate Professor Dorothy A. Jones**, B.S.N., Long Island University; M.S.N., Indiana University; Ed.D. (Cand.), Boston University

**Associate Professor Amy Joyce**, B.S.N., M.S., Boston College

**Associate Professor Rosemary Krawczyk**, B.S., College of St. Catherine; M.S., Boston College

**Associate Professor Ronna Krozy**, B.S., M.S., Boston College

**Associate Professor Nancy C. McCarthy**, B.S., Boston College; M.S., Boston University; Ed.D., Boston University

**Associate Professor Catherine P. Murphy**, M.S.N., Hunter College, C.U.N.Y.; B.S.N., Ed.D., Columbia University

**Associate Professor Jean A. O'Neil**, B.S., M.S., Boston College

**Associate Professor Rachel E. Spector**, B.S., M.S., Boston College; Ph.D., University Texas (Austin)

**Associate Professor Mary Anne Sweeney**, B.S., State University of New York at Plattsburgh; M.S., Boston College; Ph.D., Boston College

**Assistant Professor Lois Haggerty**, B.S., Simmons College; M.S., Boston College

**Assistant Professor Helene J. Krouse**, B.S., State University of New York Downstate Medical Center; M.S., University of Rochester; Ph.D., Boston College

**Assistant Professor James McColgan**, B.S., Boston College; M.S., Boston University School of Nursing

**Assistant Professor Betty T. Mill**, B.S., St. Louis University; M.S., Texas Women's University

**Assistant Professor Sandra Mott**, B.S., Wheaton College; M.S., Boston College

**Assistant Professor Margaret A. Murphy**, B.S., St. Joseph College; A.M., New York University; Ph.D. (cand.), Boston College

**Assistant Professor Rita Olivieri**, B.S., M.S., Ph.D. (cand.) Boston College

**Assistant Professor Frances Ouellette**, B.S.N., Salem State College; M.S., Boston College

**Assistant Professor Virginia Prout**, B.S., M.S., Boston University

**Assistant Professor Johanne A. Quinn**, B.S., Boston College; M.S., Boston University; Ph.D. (cand.), Boston College

**Assistant Professor Eleanor L. Tabeek**, B.S.N., Boston College; M.S.N., Catholic University

**Assistant Professor Eleanor Venetian**, B.S.N., Boston College; M.S., Boston College

**Instructor Salwa Abou Mhaya (Sr. Benoit)** B.S.N., Nazareth College; M.S.N., Ph.D., Boston College

**Instructor Jane E. Ashley**, A.S., Santa Barbara City College; B.S., California State University at Chico; M.S., Boston College

**Instructor Pamela J. Burke**, B.S., Boston College; M.S., Boston University

**Instructor Jane Hanron**, B.S.N., Vanderbilt University; M.Ed., Northeastern University

**Instructor Millicent G. Higgins**, B.A. University of Maine; M.S.N., Ed.D. (cand.), Boston University

**Instructor Elizabeth Hiltunen**, B.S., Columbia University; M.S., Boston University School of Nursing

**Instructor Susan J. Kelley**, B.S., M.S., Boston University

**Instructor Wendy J. Liston**, B.S., M.S., Boston College

**Instructor Susan James**, B.S.N., Boston College; M.S.N. University of Pennsylvania

**Instructor Cathy Malek**, B.S.N., University of Wisconsin; M.S., Boston College

**Instructor Mary J. McKenzie**, B.S.N., Northeastern University; Ed.M., Salem State College; M.S., Boston College

**Instructor Eileen J. Plunkett**, R.N., Catherine Laboure School of Nursing; B.S., M.S., Boston College

**Instructor Judith A. Shindul**, B.S., Boston College; M.S.N., Yale University

**Instructor Pamela A. Terreri**, B.S.N., Boston College; M.S.N., Boston University

## Teaching and Resource Personnel for Undergraduate Program

**Frances Borger**, Lecturer B.S., Villanova University; M.S.N., Catholic University

**Christine Cadigan**, Lecturer B.S., M.S., Boston College

**Dianne Cancian**, Lecturer B.S., Creighton University; M.S., Boston College

**Susan P. Dalrymple**, Lecturer B.S., Boston University; M.S., University of Lowell

**Ellen Freeman**, Lecturer B.S., M.S., Boston College

**Linda Gold-Pitegoff**, Lecturer B.A., Northeastern University; B.S., M.S., Boston University

**James P. Linehan**, Lecturer B.S., Boston College; M.S., Boston University

**Carol Merrifield**, Lecturer B.S., M.S., Boston College

**Heidi Beth Picard**, Lecturer B.S., M.S., Boston College

**Judith Pirolli**, Lecturer B.S., M.S., Boston College

**Martha Powers**, Lecturer B.S., Boston College; M.S., Boston University

**Claire F. Schneckenberger**, Lecturer B.S., Keuka College; M.S., Boston University

**Kay S. Whitten**, Lecturer B.S., University of Alabama, Birmingham; M.S., University of Arkansas

**Robin Young Wood**, Lecturer B.S., University of Michigan; M.S., Ed.D., Boston University

**James J. Yannarell, S.J.**, Lecturer B.A., University of Scranton; B.S., Fairfield University; M.S., Boston College; S.T.D., Pontifica Universita San Tommaso D'Aquino, Roma

## Course Offerings

**Nu 072 Scope of Human Development (F, S: 3)**

*Prerequisites:* Bi 130, 131, 132, 133; Ch 131, 133, 132, 134

This course provides an overview of the theoretical and empirical approaches to the study of human growth and development throughout the life span. Physical, cognitive, language, and social development are studied and interrelated. The course focuses on the individual within the family setting. Major theories of human physical, cognitive, language, and social development are studied via reading, films, discussion, and reported experiential assignments. Methods of observation and evaluation of behavior, critical analysis, and evaluation of theory use are stressed.

Introductory physical and social science courses, e.g., anatomy and physiology, will be reconsidered from a developmental perspective. Course text, materials, and content will be related to subsequent nursing courses.

Illustration of nursing process implications of theories of human development will be offered.

**Nu 080 Pathophysiology (F, S: 3)**

*Prerequisites:* Bi 130, 131, 132, 133; Ch 131, 133, 132, 134

This course presents an integrated approach to human disease. It deals with underlying concepts of physiological function and the symptoms of dysfunction which indicate alterations in the controlling mechanisms of the body. The course is designed to provide the student with an understanding of the basic processes of pathogenesis and their interrelationships. The concepts presented will enable the student to view disease as a dynamic state resulting from a number of causative factors.

**Nu 131 Primary Preventive Intervention (F, S: 4)**

*Prerequisites:* Nu 072, 080, 214; sociology Core; all required sciences.

The study of nursing at that level of health promotion which focuses on the maintenance of optimal functioning of individuals. Emphasis will be on the knowledge and skills needed to discriminate health from illness, to recognize those behaviors indicative of potential illness, and to collaborate in assisting the client to maintain optimal health. This course is to be taken concurrently with Nu 135 and Nu 201.

**Nu 135 Nursing Methodology (F, S: 5)**

*Prerequisites:* Nu 072, 080, 214; sociology core; all required sciences.

This course introduces the student to the nursing process, communication theory and knowledge necessary for assessing the functional ability of each body system for the well person. Basic nursing techniques are also introduced. A weekly two-hour laboratory experience on campus facilitates the learning experience.

To be taken concurrently with Nu 131 and Nu 201.



**Nu 201 Secondary Preventive Intervention I (F, S: 6)**

*Prerequisite:* Nu 072, 080, 214; sociology Core; all required sciences.

The study of nursing at the level of health promotion which focuses on the restoration of health and limitation of disability with adult clients with a moderate degree of illness. Through the utilization of the nursing process the student will facilitate the client's adaptation to the stress of illness.

To be taken concurrently with Nu 131 and Nu 135.

**Nu 202 Secondary Preventive Intervention II (F, S: 5)**

*Prerequisites:* Nu 131, 135, 201

The study of principles of Secondary Preventive Intervention in caring for clients and families during the childbearing cycle. Also included is the nursing care of the newborn.

To be taken concurrently with Nu 203 and Nu 205.

**Nu 203 Secondary Preventive Intervention III (F, S: 5)**

*Prerequisites:* Nu 131, 135, 201

The study of principles of Secondary Preventive Intervention in caring for children with acute illness.

To be taken concurrently with Nu 202 and Nu 205.

**Nu 205 Pharmacotherapeutics (F, S: 2)**

*Prerequisites:* Nu 131, 135, 201

The study of the principles of pharmacodynamics and drug therapy as related to the role of the professional nurse.

To be taken concurrently with Nu 202 and Nu 203.

**Nu 207 Perspectives on Professional Nursing (F, S: 3)**

*Prerequisites:* Nu 202, 203

This course will provide the student with the opportunity to integrate previous and concurrent knowledge about nursing care, nursing as a profession, the health care system, society's needs and approaches to effective change. Past and present aspects of these are considered as a basis for viewing the future. This course will also focus on the transition from the student to the practitioner role and legal and clinical aspects of the nurse's role.

R.N. students explore transitions from practitioner to student roles.

**Nu 208 Secondary Preventive Intervention IV (F, S: 6)**

*Prerequisites:* Nu 202, 203, 205

The study of principles of Secondary Preventive Intervention in caring for adult clients in adapting to stresses of acute illness.

**Nu 209 Secondary Preventive Intervention V (F, S: 5)**

*Prerequisite:* Nu 207; 208; Th 295

The study of the principles of Secondary Preventive Intervention involved in the care of clients experiencing the stresses of mental illness.

**Nu 212 Secondary Preventive Intervention—R.N. Advanced Placement (F, S: 6)**

*Prerequisites:* Nu 131, 135, 201, and suc-

cessful completion of required placement examinations.

Co-requisites: Nu 205 and Nu 207

This course builds upon the R.N. student's competencies in acute care which have been validated through placement examinations. Theory and clinical experiences focus on caring for adult clients in adapting to acute illness.

**Nu 214 Introduction to Nursing Research (F, S: 3)**

This course provides an introduction to the basic principles of research theory and methodology, with the goal of more clearly understanding the research process. A computer laboratory experience and research exercises are utilized.

**Nu 220 Tertiary Preventive Intervention (F, S: 6)**

*Prerequisite:* Nu 207; 208 or 212; Th 295

The study of nursing at that level of health promotion which assists clients in maintenance of optimal health within their system of limitation. Focus will be on the care of clients with complex, chronic health problems or limitations in both institutional and community settings.

**Nu 299 Directed Independent Study (F, S: 1–3)**

*Prerequisite:* Senior nursing student with GPA of 3.0 or above in nursing courses.

This course provides an opportunity for a student to engage in learning activities that are of interest beyond the required established nursing curriculum. Examples of learning activities might include: a) library or agency based study; b) development/implementation of a teaching model; c) study of a nursing concept; d) study of a particular interest.

Students planning to do Directed Independent Study should obtain guidelines in the Office of the Dean of the School of Nursing.

Proposals must be submitted at least three weeks prior to the end of the semester prior to that in which the study will be done.

**Nu 301 Culture and Health Care (S: 3)**

This course is designed to bring the upper division undergraduate student into a direct interface between the American Health Care Delivery System and Health Care Consumers of diverse socio-cultural backgrounds.

Topics covered include lectures and discussions in the perception of health and illness among health care providers and consumers; the cultural and institutional factors that affect the consumers' access to and use of health care resources; heritage consistency and its relationship to health/illness beliefs and practices; specific health and illness beliefs and practices of selected populations; and specific issues related to the safe and effective delivery of health care, such as poverty and the right to health care.

Offered at the discretion of the School of Nursing.

*Rachel E. Spector*

**Nu 310 Modern Nutrition: Issues and Education (F, S: 3)**

This course provides an introduction to nutrition. No college science prerequisite is

necessary; biology and chemistry are included as a basis for nutrition concepts.

Selected nutrition issues are used to illustrate nutrition principles; techniques of nutrition education are also included.

Offered at the discretion of the School of Nursing.

*Patricia Harrington*

**Nu 312 Geriatric Nursing (S: 3)**

*Prerequisite:* Nu 208 or discretion of professor

This course focuses on gerontological and geriatric nursing issues and is designed for students who wish to expand their theoretical knowledge base in the normal biological changes of the elderly and the atypical disease presentations of the elderly which require adaptive nursing process and nursing care. Various biological, sociological and psychological theories of aging are explored as well as service systems and legislative issues impacting older individuals.

*Teresa T. Fulmer*







# Evening College of Arts and Sciences and Business Administration

## Education for Individuals

Through the challenges of its liberal and professional programs the Evening College extends an opportunity to men and women, young and old, of every race, color, creed, handicap and national origin to discover and develop their individual potential through higher education. Whether a person's goal is a degree or simply to take a stimulating course or two, the Evening College provides an opportunity for each individual to pursue personal interests. Students include recent high school graduates who want to earn a degree and work at the same time; busy housewives who can allot only one or two hours a day for study; those with a precisely defined goal in mind; and those as yet unsure about which direction to take. The Evening College offers the curricular resources, the flexibility and the understanding to respond to these individual intellectual characteristics and needs.

## Degree Students

Degree applicants must complete a Boston College Evening College application and submit an official copy of the secondary school record or equivalency certificate. If a post-secondary institution or college (including any other division of Boston College) was attended, an official transcript must be mailed directly from the institution to the Evening College.

While secondary school graduation or its equivalent is required, the academic entrance requirements are flexible. The over-all quality of an academic record and the applicant's present seriousness of purpose are criteria of admission. No entrance examinations are required. Interested applicants may participate in CLEP—the College Level Examination Program—used to evaluate non-traditional college education such as self-directed study and job related experiences. On the basis of CLEP scores applicants may be awarded college credits.

On the basis of transcripts submitted at the time of application, admission to advanced standing may be granted to students who have pursued studies in fully accredited liberal arts colleges. Courses equivalent in content and quality to those offered by Boston College and which merited a grade of at least C are considered. Transfer students must complete at least half their course work at Boston College to be eligible for a degree.

## Special Students

Candidates interested in taking evening courses for academic credit, but not registering for a degree may arrange at registration to enroll for courses as Special Students; no previous application is necessary. Many students attend the Evening

College to pursue special interests or to prepare themselves for professional advancement. Experiencing courses well taught, some become degree candidates.

## Evening Courses

The Evening College curriculum recognizes and expands its students' particular strengths: their maturity, exceptional motivation and breadth of specialized experience. Some students register for a single course; others pursue undergraduate degree programs. The programs are described in terms of courses designed to broaden and augment one's interest. The maximum course load per week is three; authorization for one additional course will be given only if a student has completed three courses, each with a grade of B- or above, in the previous semester. Academic credit for each course is earned by independent study and participation at class one evening each week.

## Day Courses

Through registration in the Evening College, qualified adults may take courses offered during the day alternating as convenient between day and evening attendance. This opportunity is especially attractive to women whose academic careers have been interrupted and who would like to resume their college education on a part-time basis. Admission to courses is granted on an individual basis; interested candidates should arrange an appointment with a member of the Evening College Staff.

## Programs of Study

The curriculum of the Evening College provides a framework within which students of widely differing backgrounds and preparation may select courses suited to their individual interests and varied career objective. The programs provide elective specializations in Business, the Humanities, and the Social Sciences. For graduation, a student must satisfactorily complete thirty courses with a cumulative average of at least C-. Course requirements for the baccalaureate degree may be completed in five years.

To foster informed and mature development within the context of a shared and common cultural background all programs require the completion of specific core courses in the following areas:

### *Humanities* (7 courses)

College Composition, Literary Works, English elective, Problems of Philosophy and Philosophy elective; and two Theology electives.

### *Social Sciences* (5 courses)

Two history courses and three additional courses selected from the following areas: Economics, History, Political Science, Psychology or Sociology.

### *Natural Sciences* (2 courses)

Two courses in Mathematics or Science.

## Information and Office Location

The Evening College has willing and ex-

perienced individuals who are eager to help students arrange a realistic schedule—one that combines full-time work responsibilities with educational goals. For a special catalogue contact the Evening College office, Fulton Hall 314, Boston College, Chestnut Hill, Massachusetts 02167.

## Summer Session

The outstanding characteristic of the Boston College Summer Session is the opportunity it provides both undergraduate and graduate students to enroll in core courses and electives; short-term workshops and institutes; and the special programs of current value and relevance not offered by Boston College at any other time of the year.

Although the Summer Session does not grant degrees, students who desire credit transferred to their degree programs should obtain permission from their own dean. The Summer Session runs from early May through the first week in August. Most courses grant three credits and are the equivalent of one semester of the regular academic year. Within the same period there are also intensive three-week courses. Some of the three-week courses enable students to take two sequential semesters of a subject. Students may register for either section or both according to individual need.

Boston College undergraduates who, by failure, withdrawal, or underload, lack the number of courses required for his/her status may make up these deficiencies by passing a course in the Summer Session. Every make-up course must be approved by their dean prior to registering for it. Students may register in advance by mail or in person at the Summer Session Office.

Students frequently elect to live in the dormitories or apartments making their arrangements directly with the Summer Housing Office; others find it more convenient to commute. Both cafeteria service and a resident meal plan are available.

The parking permit issued to Boston College undergraduates during the regular academic year remains valid for the Summer Session. In addition, a three-month membership to the William J. Flynn Recreation Complex may be purchased.

For information about the courses and special programs offered obtain a Summer Session catalog, published in March.



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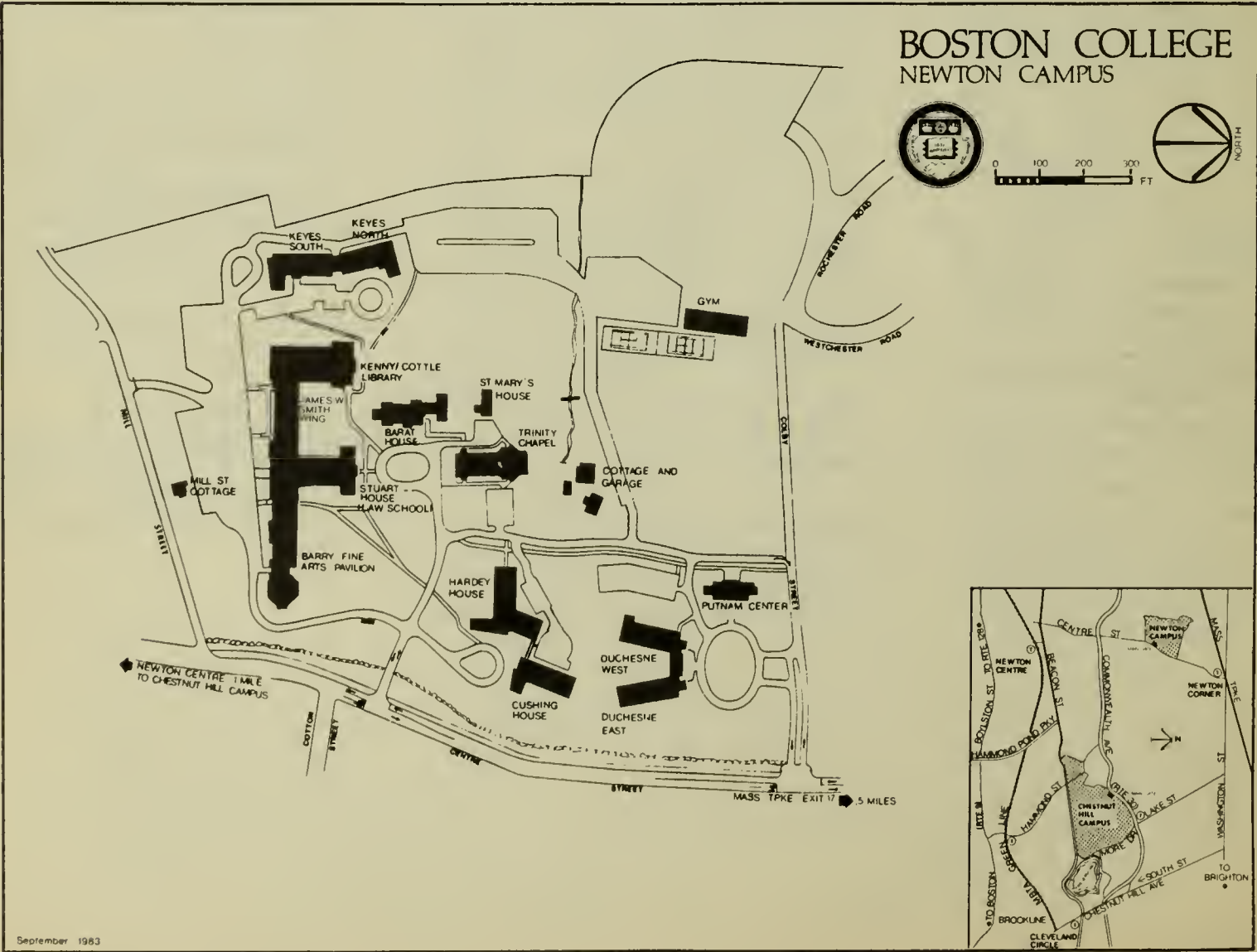
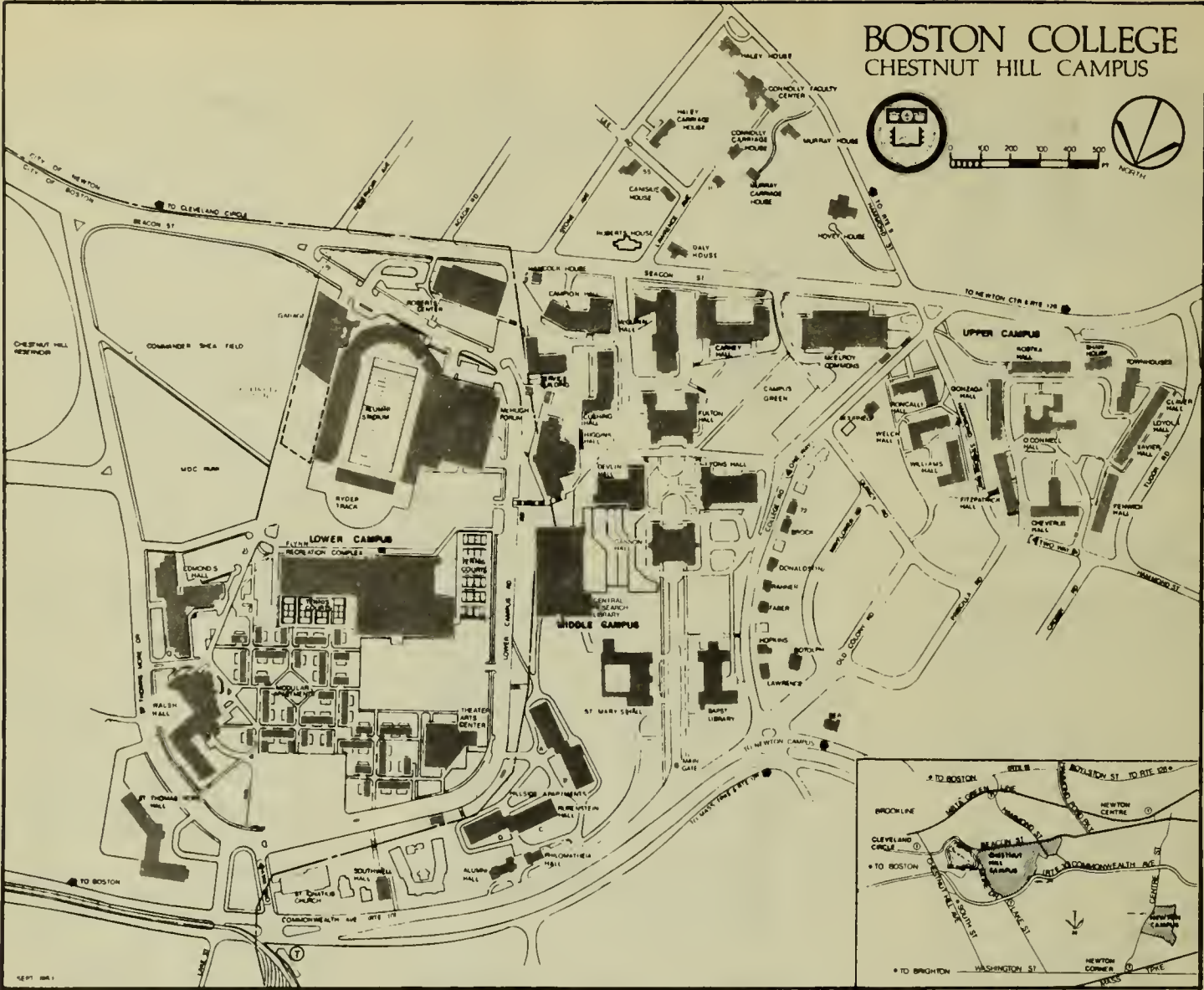
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Campus Maps





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# Academic Calendar 1985-86

## First Semester

August	31 Saturday	Freshman and Transfer Orientation
September	3 Tuesday	
September	3 Tuesday	Registration for transfers, readmits, unregistered returning students and unregistered freshmen Last date for those registered to withdraw with full tuition credit
September	4 Wednesday	Classes begin Faculty Convocation
September	4 Wednesday	Drop/Add period for all undergraduates
September	10 Tuesday	
September	11 Wednesday	Confirmation of Registration for all undergraduates
September	13 Friday	
September	11 Wednesday	Registration for Graduate Students in Graduate A&S, Graduate SOM, and Graduate School of Social Work
September	17 Tuesday	
September	18 Wednesday	Confirmation of Registration for Law School students
September	19 Thursday	
October	14 Monday	Columbus Day—no classes
November	1 Friday	Last date for undergraduates to file change-of-major form
November	4 Monday	Undergraduate Registration period for Spring 1986 courses
November	22 Friday	
November	11 Monday	Veterans Day—no classes
November	27 Wednesday	Thanksgiving holidays
November	29 Friday	
December	2 Monday	Last date for official withdrawal from a course or from the University
December	2 Monday	Last date for graduate students to sign up for January graduation
December	11 Wednesday	Study days—no classes for undergraduates
December	12 Thursday	
December	12 Thursday	Last date for Master's and Doctoral candidates to turn in signed and approved copies of theses and dissertations for January graduation
December	13 Friday	Final examinations
December	20 Friday	

## Second Semester

January	10 Friday	Freshman and Transfer Orientation
January	11 Saturday	
January	11 Saturday	Registration for transfers, readmits, unregistered returning students and unregistered freshmen Last date for those registered to withdraw with full tuition credit
January	13 Monday	Classes begin
January	13 Monday	Drop/Add period for all undergraduates
January	17 Friday	
January	20 Monday	Martin Luther King Day—no classes
January	22 Wednesday	Confirmation of Registration for all undergraduates
January	24 Friday	
January	22 Wednesday	Registration for Graduate Students in Graduate A&S, Graduate SOM, and Graduate School of Social Work
January	28 Tuesday	
January	29 Wednesday	Confirmation of Registration for Law School students
January	30 Thursday	
February	17 Monday	Washington's Birthday—no classes
February	24 Monday	Last date for graduate students to sign up for May graduation
March	3 Monday	Spring Vacation
March	7 Friday	
March	27 Thursday	Last date for undergraduates to file change-of-major form
March	28 Friday	Easter Recess
March	31 Monday	
April	2 Wednesday	Undergraduate Registration period for Fall 1986 courses
April	17 Thursday	
April	8 Tuesday	Last date for official withdrawal from a course or from the University
April	21 Monday	Patriot's Day—no classes
April	22 Tuesday	Last date for Master's and Doctoral candidates to turn in signed and approved copies of theses and dissertations for May graduation
April	29 Tuesday	Study days—no classes for undergraduates
April	30 Wednesday	
May	1 Thursday	Final examinations
May	8 Thursday	
May	19 Monday	Commencement







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